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ABSTRACT

To perform a complete and useful evaluation of the impact of federal funding, under Titles I, II, and IV of the Library Services and Construction Act (LSCA), on public library services to the disadvantaged, handicapped, and institutionalized, two convergent lines of study were undertaken: the study of project plans and achievements and the study of the needs of users and potential users. A comparison was made to determine the degree to which the projects satisfied the needs of the users. The study team examined the plans and actions of each state, queried all project directors, and conducted interviews with project personnel and with users and nonusers of the offered services. A determination of success and failure factors within projects contributed to the definition of a model program for service to special clienteles. It was concluded from the data gathered that the LSCA projects studied had been successful to some extent. More projects succeeded than not, and significant numbers of special clientele groups were reached. LSCA funds also proved to have been a critical factor in these projects and to have been a prime factor in innovation in public library services in the United States. The bulk of this report consists of data presented in tabular form. (SL)

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EVALUATION OF LSCA SERVICES TO SPECIAL TARGET GROUPS: FINAL REPORT

D. V. BLACK
H. R. SEIDEN
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2 JULY 1973

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FOREWORD

This report was prepared, and the research reported herein performed, under Contract number OEC-0-71-3704 with the Office of Education, U.S. Department of Health, Education, and Welfare. The opinions presented herein are solely those of the authors and should not be construed as representing the position of System Development Corporation or the Office of Education.

A study as complex as this depends upon the help and good will of a host of individuals. It is impossible to mention all of the federal agency personnel (USOE and others), project directors, librarians, personnel of related agencies, community leaders, and users and non-users who were willing to answer questions and to provide their time to further the completion of this project. However, we do wish to single out for special thanks the project monitor, Mr. Arthur Kirschenbaum of USOE, who was always willing to provide time and energy to achieve a worthwhile product.

The project began under the direction of Dr. Herbert R. Seiden who left System Development Corporation when the project was approximately one-half completed. Dr. Seiden, however, continued as a participant until the completion of the project. SDC personnel who played a key part in the project were Ann W. Luke, Geoffrey D. Commons, Kean Mantius, and project secretary Dorothy Hand. There were many other individuals who, at one time or another, played an important role: SDC personnel or consultants, Alice D. Bleh, Marjorie Boche, Neil Cuadra, Emory Holmes, Cynthia Hull, Robert V. Katter, William P. Kent, Barbara E. Markuson, Donald G. Marsh, Ruth Patrick, Karl M. Pearson, Jr., Sharon Schatz, Arthur Teplitz, Zivia S. Wurtele; Robert P. Haro, University of Southern California; Mrs. Carma Leigh, former California State Librarian; and Ms. Juliette McLaren, Venice Branch of the Los Angeles Public Library. To all of them go our heartfelt thanks.

Donald V. Black. Project Director

N.B. All prior project documentation referenced herein is limited circulation material provided to USOE, and is not available for distribution. However, all important data from earlier reports have been incorporated herein.

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EVALUATION OF LSCA SERVICE TO SPECIAL TARGET GROUPS:

FINAL REPORT

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I. INTRODUCTION

A. HISTORY AND BACKGROUND OF THE PROJECT

Major direct Federal support for public library service[1] began in 1956 with the passage of the Library Service Act (LSA P.L. 597) to support library service in rural areas. In 1964 the Act was enlarged to encompass any area of the country, urban and rural, that lacked adequate library service and to provide funds for library facilities. This legislation was retitled as the Library Services and Construction Act (LSCA) (P.L. 88-269) and with its predecessor has resulted in over $500 million of Federal support up to the close of the fiscal year ending June 30, 1972.

LSCA was amended and extended again in 1970 (P.L. 91-600). Title IV which provided for service to the handicapped and the institutionalized was merged with Title I of the new Library Services and Construction Act. Three new foci were indicated: service to the disadvantaged, strengthening State Library agencies, and strengthening metropolitan libraries to serve as resource centers. Also, new, long-range state plans submitted for 1972 were to show how these goals will be implemented in the next 3-5 years.

State library agencies are the administrators of their state LSCA funds. In approaching the problem of residents' needs for library resources in the states, the states have used many and various approaches. This study has concentrated on the states' efforts to serve special clienteles and how LSCA has affected this objective. Special clientele groups for the purpose of this study were originally defined as follows: 1) Spanish Speaking Americans (e.g., Chicanos, Puerto Ricans, Cubans), 2) Migrants, 3) Economically Disadvantaged Blacks, 4) Institutionalized Persons, 5) Handicapped Persons, and 6) Others (including but not restricted to, American Indians, Persons with English as a second language and whose first language is other than Spanish (e.g., Orientals, Portuguese), and economically disadvantaged other than Black (e.g., Appalachians). These categories were expanded in the study, as will be explained later.

There is inadequate information on what effects LSCA has had on public library service to special clienteles during the period of the Act's highest funding. Data are needed for effective national planning and to assist State Library agencies in meeting their newly defined responsibilities. The degree of responsiveness of the library structure in meeting library needs, especially those of new clienteles, requires examination. What role has LSCA played and can it play in serving special clienteles? Have they received improved library service under LSCA? Have programs been developed and funded for the various unreached groups in our society? Have the federal funds used to serve new clienteles attracted additional local and state money? What clienteles remain unserved

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[1] This term includes specialized library service to institutionalized and handicapped clientele whether provided directly by a public library, special library, or a state library agency as well as to the general public.

and why? Would the new state plans in Fiscal Year 1972 be responsive to providing service to the disadvantaged and other special clienteles?

Evaluation of federal influence on public library service is difficult for many reasons, including the small percentage of federal funding to total library expenditures and the state and local autonomy of library decision-making. In some instances there is evidence of lack of decision-making on the state level, with federal funds being allocated on the basis of custom rather than rational decision-making. State and local rules on the use of funds sometimes subvert federal intentions so that the influence is less than otherwise might be expected. (Further comments on this will be found in Section V A.)

B. OBJECTIVES

The principal objectives of this study were to provide the Office of Education (USOE) with 1) an inventory of library services for special clienteles, and 2) an evaluation of the effectiveness of the federal contributions of the LSCA, Titles I (Public Library Services), II (Public Library Construction), and IV (Specialized State Services) in improving public library service to special clienteles.[1] The study focused on how the various states utilized LSCA funds for impacting on persons who are out of the mainstream of our society and traditional library service patterns because of racial, ethnic, cultural or other isolation, and how effective such allocations of resources have been in achieving objectives and providing a base for public library development for special clienteles in the states, including state and local financial support.

In the past there have been few studies of this type. It was not the intention of this study to duplicate any of the prior efforts but rather to amplify some directions to which they pointed, and to provide new data on public library service to special clienteles.

As indicated above, Title II was to be studied along with the titles I and IV. But as the project advanced, it became apparent that there was little activity under Title II directed towards special clienteles. Therefore, Title II data that were collected were included without differentiating them from Title I data. This can be justified since Title II funded projects reported on questionnaires were less than one percent of the total projects reported.

C. PERFORMANCE OF WORK AND PROJECT SUMMARY

To perform a complete and useful evaluation of the impact of LSCA-funded public library services upon disadvantaged and other target groups required two convergent lines of study: 1) Study of project plans and achievements, and 2) Study of the needs of the users and potential users. A comparison was made to determine

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[1] Title III of LSCA was considered outside the parameter of this particular study.

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the degree to which the projects satisfy the needs of users. The SDC project team reviewed the published material about the programs and data identifying the groups that the programs are intended to serve. The team examined the plans, reports, and recorded legislative activities of each state to ascertain what the states hoped to achieve and what legislative policies and activities accompanied those plans.[1] Next, we canvassed the state library agencies so as to identify, inventory, and describe the public library service projects that are supported by federal or state funds and are designed to serve special target groups.[2] Then we sent questionnaires to the directors of all projects identified in the earlier tasks to obtain detailed information about the history, purposes, operations, problems, facilities, and services associated with each project.[3]

An activity that took place during the early months of the project, and again at the end, was the evaluation of state plans submitted to USOE. As mentioned above, regular annual plans were examined first, and, late in the project, the long range state plans (required under the 1970 revision of LSCA) were examined at USOE for 33 of the 56 states and territories.

The final phase of the project was a field study in which we interviewed users, non-users, project personnel, and personnel in related agencies. The field study was designed to determine as much as possible about user and potential user needs, and the extent to which the projects met those needs.

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[1] TM-4835/000/01, Progress Report, LSCA Project: Review of State Plans and Legislation, 15 December 1971.

[2] See Section III and Appendix A.

[3] See Section III and Appendix A.

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II. AN OVERVIEW OF LIBRARY PROJECTS FOR DISADVANTAGED GROUPS

A. WHO ARE THE DISADVANTAGED AND WHAT ARE THEIR NEEDS?

For the purposes of this study the special target groups (special clienteles) are classified into three major categories: disadvantaged persons, institutionalized persons, and handicapped persons. These are defined below.

Disadvantaged Persons–persons whose need for special library services results from poverty, neglect, delinquency, and/or from cultural, linguistic, or other isolation from the community at large.

Institutionalized Persons–people in institutions operated for or receiving substantial support by the state including (1) inmates, patients, or residents of penal institutions, reformatories, residential training schools, orphanages, or general or special institutions or hospitals; and (2) students in resident schools for the physically handicapped, including mentally retarded, hearing or speech-impaired, visually handicapped, emotionally disturbed, crippled, or otherwise health-impaired persons who, therefore, cannot use public library services.

Handicapped Persons–physically handicapped persons including the blind and other visually handicapped who are certified by competent authority as unable to read or use conventional printed materials as a result of physical limitation, and others including aged, shut-ins, and physically impaired, who are unable to use conventional library services or materials because of their handicap.

There are several special target groups or clienteles that were defined within each of the three major categories. These are shown in Table II A. The groups included in this table were selected on the basis of USOE suggestions. Each group was intended to be homogeneous in characteristics such as user needs. These group identities were made early in the study; they provided a framework for the study and the basis for decisions on the selection of projects for site visits and in-depth study.

We realized that projects often served more than one group and that there was likely to be some heterogeneity among group members. However, until we were well into the data collection phases of the study we did not know the degree to which projects crossed the boundaries of the special clientele groups and even of the three major classes. Nevertheless, some data could be related to the individual groups. Therefore some results are presented in terms of the groups and other results in terms of the broad categories (disadvantaged, institutionalized, and mixed handicapped). Further to complicate the matter, during the site visits (see Section IVC) interviewers who performed user/non-user interviews were asked to observe and record certain characteristics of the interviewees. For example, was the interviewee a disadvantaged Black, an American Indian, Hospitalized, Aged, etc.? This constituted a third categorization: "Observed

Table II A. Classification of Special Clienteles.
(Taken from the Request for Proposal from USOE)

CLASS	GROUP
Disadvantaged	Economically Disadvantaged Blacks[ab] Economically Disadvantaged Whites[ab] Chicano[b] Puerto Rican[b] Cuban[b] Other Spanish Speaking[c] American Indian[d] Chinese Japanese Other Asiatic[e] ESL's[k] other than above Migrants[f]
Institutionalized	Hospitalized - Long Term[g] Hospitalized - Mental Hospitals Hospitalized - Retarded Inmates - Correctional Facilities[h]
Handicapped[i]	Visually handicapped Speech and Hearing Disorders Paralyzed Amputees Aged[j]

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a - Below poverty line
b - May be further subdivided into urban, suburban, or rural
c - Primarily people of Central and South American origin
d - Subdivided into urban and reservation
e - Mostly Filipino
f - Distributed among various ethnic groups included above
g - Includes only long-term stays; excludes most general hospitals
h - Excludes city and county jails; may be further divided into youth/adult and/or male/female
i - Limited to those whose physical disability seriously limits their ability to use conventional library materials or services.
j - Limited to those who are 55 or older.
k - Those for whom English is a Second Language, and whose first language is other than Spanish, e.g. Portuguese.

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Clientele Group". Membership in one of the "Observed" groups was in conflict, occasionally, with the special clientele group identified by the director of the project as the target. (Such conflict is discussed further in Section IV C.) However, in some tables user and non-user data are presented in terms of the "Observed Clientele Groups".

The term "project" is an ambiguous term in that it means very different things in different states or even within a state. In some instances a project consists of a library staff member at one location performing certain limited tasks (perhaps as an adjunct to his own regular job) to help a certain special clientele. In such a case, project funding might be as little as a few hundred dollars per year. In other cases a single project encompasses all activities designed to provide library services to the institutionalized and handicapped people of an entire state. Such a project might have an annual budget of millions of dollars. We therefore developed a broad functional definition of the term "project":

> ...one or more related activities and/or staff efforts directed towards providing library services and/or materials to any special clienteles in the three classes above.

To make the projects more directly comparable, we attempted in a few cases to reduce the disparity in project sizes when we felt that the states had assigned the term "project" in some unusual way. Where states used the term "project" to refer to programs operating in many locations, we called each activity at each location a project. Thus, the two projects reported by Michigan became 52 when classified under this guideline. Where there were several similar small activities conducted at different locations, often within the same city or municipality, and funded by the same source for the same purposes, we combined these into a single project. We were careful not to violate the reality that there are some intrinsically large and other intrinsically small projects.

The library service needs of the special clienteles may be classified in several ways. Early in the project we attempted one classification scheme based upon a review of the literature and discussions with representatives of the special clientele groups. This classification scheme was included in a preliminary report on user needs[1] and included five major need categories: operations and services, staffing and personnel, facilities, content, and media. We then developed a list of about 90 specific needs and attempted to assign these needs to specific clientele groups. As we collected data from questionnaires and interviews, we were able to refine the list of needs to 31 items. Although the 31 items tended to fall into the five categories, we decided to abandon those categories because some needs cut across two or more categories and the five categories would not be useful for our analysis. The 31 needs are

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[1] TM-4809/000/01, LSCA Project: Preliminary Report on User Needs, 7 January 1972.

[2] TM-4835/001/02, Progress Report, LSCA Project: Survey of State and Territory Library Agencies, 11 December 1972.

presented later in this report (Section IV) in conjunction with the detailed review of data. Lists of needs were also collected from the state libraries and presented in a report on the state survey.[2] A representative list will be found in Appendix E.

After a certain number of need statements had been collected, it became apparent that further need statements would be repetitious. However, during site visits we asked interviewees about needs both on a structured basis (i.e., from a list) and through open-ended questions. Upon analysis of the latter, we found that the answers corresponded to one or more of the 31 need items mentioned above. This is discussed further in Section IV C.

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[2] TM-4835/001/02, Progress Report, LSCA Project: Survey of State and Territory Library Agencies, 11 December 1972.

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B. LSCA-SUPPORTED PROGRAMS

As indicated earlier, PL 91-600 amended and extended the Library Services and Construction Act. Under this Act (administered by the U.S. Office of Education, Department of Health, Education, and Welfare), the federal government provides financial support to libraries throughout the country. Such support is usually processed through the state or territorial librarians, although some few special projects are funded directly by USOE from discretionary funds from HEA IIB (Library Research and Demonstration). Funds from LSCA are provided on a formula basis. Population is a prime determinant of the amount of money a state receives, but each state must allocate a minimum amount (based on a formula) of its own funds to library services in order to qualify for federal funds (see below).

LSCA funds are provided under three titles[1] for a variety of purposes. Title I includes services for the disadvantaged, handicapped, and institutionalized. The focus of this study was Title I, although data were also collected about Title II and III funding. For fiscal year 1972 the Title I federal allotment was $46,568,500, with the states and local government agencies providing $47,470,639 for Title I purposes. For the same fiscal year, the federal appropriation for Title II was $9,500,000 and for Title III, $2,640,500. Detailed information about the distribution of funds by state and by project appear in Section IV of this report.

The projects supported by LSCA encompass a broad spectrum of traditional and non-traditional library activities. These activities are described in detail in Section IV and include such diverse activities as operating bookmobiles; providing talking books; providing ethnic collections; operating community-centered storefront libraries; conducting coffee hours and other social events; conducting story hours for children; and training functionally illiterate adults to read.

Sometimes LSCA funds are used by the state agency as seed money. That is, they are provided for a limited period, frequently two to three years, to allow for the development or procurement of a physical facility, staff, and materials. Then the LSCA support is withdrawn and the project becomes dependent upon state or local funding for its continued support.

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[1] Title I - Provides for Library Services (and materials).
Title II - Provides for construction of Library Facilities.
Title III - Provides for Interlibrary Cooperation among different types of libraries.

C. STATE SUPPORTED PROGRAMS

Many of the projects that receive LSCA funding are also funded by state and local government agencies. Under the basic Act, states are required to match federal funds to a certain extent. The exact formula for matching is somewhat complicated and depends upon the population of the state as well as its ability to pay. (The details of the Act with respect to funding are not germain to this discussion and are not described further.) A few projects are totally supported by state, municipal, or county funds, or some combination of non-federal sources. Often this follows a "seeding" period in which LSCA funds were used. Such projects provide the same services to the same clienteles as do the LSCA-funded projects. Where such projects were identified, they were included in the study.

D. OTHER RELATED PROGRAMS

In addition to LSCA, the federal government supports several library projects similar to those of interest to this study and serving the same special clienteles. Included in this group are experimental or research-oriented programs operated under USOE funding (HEA-IIB) but not under LSCA funding, and programs operated by other government agencies. One example of such support is that of the Department of Housing and Urban Development (HUD). Under its Model Cities Program, HUD has provided funds for libraries in conjunction with the redevelopment of urban areas in which disadvantaged people live. These projects are also similar to LSCA-funded projects, although more limited in scope. Where such projects were identified in the study, they were included in the analysis.

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III. METHODOLOGY

The methodology associated with the initial parts of this study, i.e., the reviews of state plans and state legislation, is described in Section IV A. Described here is the methodology associated with the development of the seven survey instruments with emphasis on the last five--the interview instruments.

Seven survey instruments were developed. There were two questionnaires, Q-1[1] and Q-2[2], and five interview forms (see Appendix A).[3]

A. QUESTIONNAIRE DESIGN AND SAMPLING

Q-1 was designed to elicit two major bodies of information: 1) an inventory of all relevant projects since 1965 regardless of funding source; 2) a list of the important needs for library services for special clienteles as seen by the state librarians. To obtain the inventory, respondents were asked to identify all relevant projects since 1965, regardless of funding source; indicate the clientele served; report on the dates and status of the projects; report on the amount and sources of funding; and specify the point of contact for further project information. These data were combined with information obtained from other sources[4] to provide a project inventory and the mailing list for Q-2. Respondents were also asked to indicate what needs for library services for special clienteles they considered important, how many special clienteles in their state had these needs, and where the clientele were located. The information was combined with information about needs gathered earlier in the study for use in the analysis of how well projects met special clientele needs.

The Q-1 sample was completely determined in advance. That is, the Q-1 was sent to the heads of the state library agencies in all 56 states and territories so that all of the projects targeted as special clientele groups could be identified.

While the Q-1 questionnaires and other data sources had attempted merely to identify all special clientele projects, a Q-2 questionnaire was sent to the directors or heads of all identified projects to obtain detailed information about each project.[5]

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1 TM-4835/001/02, Progress Report, LSCA Project: Survey of State and Territory Library Agencies, 11 December 1972.

2 TM-4835/003/00, Progress Report, LSCA Project: Survey of Individual Projects, January 17, 1973.

3 All questionnaires and interview forms are shown in Appendix A.

4 Additional sources were the professional literature and reports from project directors themselves about other projects.

5 Both Q-1 and Q-2 were prepared in draft form and sent--accompanied by supporting statements--to USOE for transmission to the Office of Management and Budget (OMB) for official clearance.

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Q-2 was designed to obtain factual data on all of the projects that had been identified. Respondents were asked to give information about the project's purpose, funding, users for whom intended and users actually reached, facilities and resources, personnel, status, scheduled dates, use data, and other information that identified and defined the project. They were also asked their opinions about the success of the project, any problem areas, and reasons for failure or ineffectiveness, if any. The information from Q-2 was also used by the project team to determine which projects should be visited on-site. (Site selection is discussed in Section III C.) The data were tabulated for comparative statistical analyses that, along with a review and analysis of the opinion portions, have provided inputs to the study recommendations.

The size of the Q-2 universe was determined by the response to Q-1, plus the use of other sources as mentioned above. There was no sampling as such in Q-1 or Q-2. The entire universe was queried. (See Figure III A for the relationship of the survey instruments to sample requirements.) Figure III B shows a list of survey instruments, related samples and their use.[1] The data obtained in Q-1 and Q-2 were contained in earlier reports[2] but all relevant data are integrated in this document (see Sections IV B.1 and IV B.2).

Following the administration of Q-1 and Q-2, in-depth visits were made to 55 projects where the interview forms were administered.

B. INTERVIEW DESIGN

Five interview forms were developed for the in-depth study of the 55 selected projects. These five forms were an expansion of an original concept of two types of interview forms; I-1 for library and related agency personnel, and I-2 for users/non-users.[3] The five forms and their purposes were:

1) I-1 Forms

Form P. Designed to be used with project directors. Aimed at obtaining very detailed information about all aspects of the project.

Form R. Designed to be used with nonlibrary or nonprofit personnel in related agencies serving the same special clientele (e.g., welfare, employment, Youth Corps, churches, community action groups, etc.). Aimed at obtaining information about special clientele needs for library services and how well the project serves those needs.

Form L. Similar to Form R in application but designed to be used with personnel in the library system in which the project is operating or with which the project has a significant interaction.

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[1] The number of interview respondents is explained in Section III C.2.

[2] TM-4835, op. cit.

[3] All forms are shown in Appendix A.

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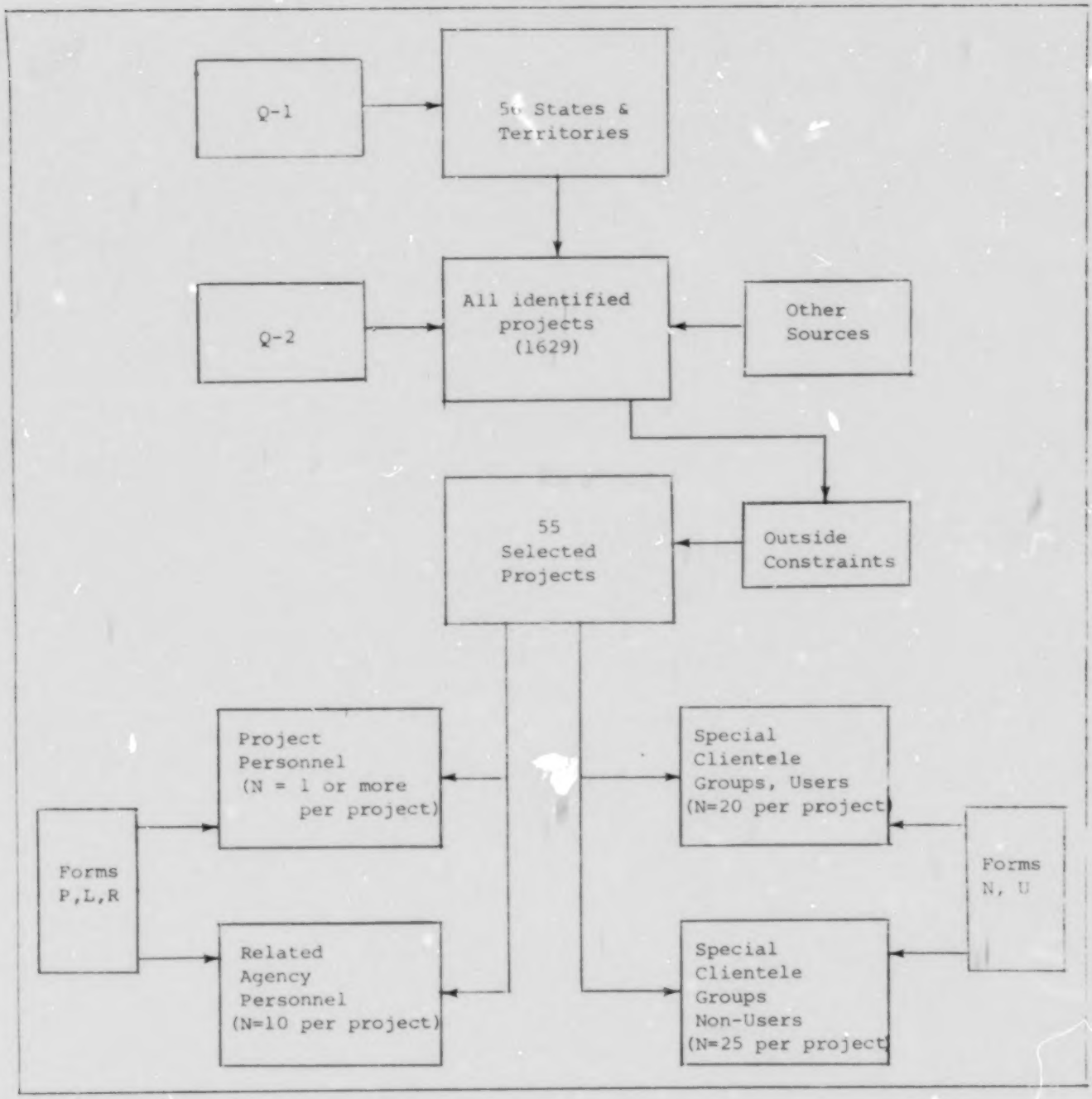

Figure III A.1. Relationship of Survey Instruments to Sample Requirements.

INSTRUMENT	SAMPLE	PURPOSE
Q-1	56 State and Territorial Library Agencies*	To identify as many projects for special clientele groups as possible, and collect statements of "needs" from state agencies.
Q-2	Project Directors for 1629 projects*	To obtain detailed information about the projects identified by Q-1 or by other means.
I-1 (P,L,R)	Project personnel and related agency personnel at 55 project sites selected from the 1629 identified projects.	To provide an in-depth on-site analysis of the selected projects as viewed by the project personnel and the personnel in related agencies.
I-2 (N,U)	45 representatives of each special clientele group selected for intensive study--25 non-users and 20 users at 55 project sites.	To obtain data concerning effectiveness of projects and how well they satisfy user needs, as viewed by the users and others in the communities for whom the projects were designed, and to determine why the project is not used by the non-users.

*In these two cases, the sample is the universe.

Figure III B.1. List of Instruments, Related Samples, and Their Use.

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2) I-2 Forms[1]

Form U. Designed to be used with project users. Aimed at obtaining information and perceptions about use patterns, user demography, special clientele needs, and degree of satisfaction.

Form N. Designed to be used with special clientele group members who are not project users. Aimed at obtaining information and perceptions about non-user demography, special clientele needs, and reasons for non-use.

The selection of the personnel to be interviewed using Form P or Form L was determined by the nature of the project and the milieu or social context in which it was embedded. In each case, we interviewed the project director or some other person having cognizance of the entire project. We interviewed some senior staff members where such existed. In those few projects where there were significantly large staffs, we interviewed other staff members, as appropriate. In selecting people at related agencies (Form R), we attempted to find ten per project. This, too, was determined by the nature of the project. In certain cases, for example in penal institutions, there were few related agency personnel that could be contacted. In some instances, we substituted Form L and interviewed personnel in the library system. (This is discussed further in Section IVC.)

C. DATA COLLECTION AND SAMPLING TECHNIQUES

1. Selection of I-2 Respondents

In selecting a sample of users and non-users from among the 55 selected projects, we took into account several factors. First, the non-user group had to be representative of the targeted special clientele group. That is, the non-user group should represent the population in terms of demographic and other important variables. Thus, different sampling strategies were used for at least some of the different project types, although certain common stratification variables applied to most of the project types.

Three kinds of projects were distinguished before user/non-user sampling frames could be specified:

1) Projects that have "catchment areas" or special areas of service responsibility. Examples of such projects are a ghetto branch library, a rural bookmobile, or an Indian reservation facility. All residents within the specified geographical area of service must either be defined as part of the service clientele or excluded for stated reasons (e.g., illiteracy, senility, etc.), and the criteria of inclusion can be challenged from a policy point of view (e.g., is it appropriate for the library to define illiterates as being outside of its service clientele?).

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[1] These forms were also translated and printed in Spanish, for use with individuals whose first language is Spanish. See Appendix A.

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2) Projects that have a "special clientele" with rather broad geographical extension, interspersed among other residents for whom the project has no service responsibility. Examples of such projects are a mail service for the blind, or a program for the geographically dispersed, non-English-speaking. All persons sharing the special attribute (e.g., blindness) and living within the rather broad geographical boundaries of the service are defined as the service clientele. The sample of non-users of the service must be drawn from among other persons sharing the same attribute, and a geographically-bounded sample of "ordinary" residents would not suffice for non-user interviews.

3) Projects that have an institutional service responsiblity, such as the library in a penal institution or a home for the aged. The service clientele for such projects is sometimes determined by institutional policies, some of which are arbitrary[1] (e.g., library "privileges" for the long-term inmates of a prison, but not for transient inmates or detainees).

2. Sampling Design

It was decided by USOE that an average of 20 users and 25 non-users be sampled at each site--a total of 45. The three types of projects place different constraints on the sampling frames from which users and non-users could appropriately be sampled. For example, if a project's service clientele was determined by catchment area, then neighbors of users were potentially within the sample of non-users. If a project's service clientele was determined by special attribute, such as blindness, then non-users must be sought in a two-stage sampling scheme that first identifies the universe of other persons sharing the same attribute. The discussion that follows is concentrated upon the catchment area case.

Initially we defined the project area boundaries. A stratified quota sampling[2] was then developed for the non-user samples. We established quotas according to the group characteristics as defined by each project director. We then used random probability methods (e.g., every nth house) to obtain respondents for Form N. Form U respondents were selected on the same quota basis but sampling was usually done at the project site. The quotas established varied somewhat depending upon the project and included: residential distance, age, sex, race, and education. Characteristics to parallel non-users (e.g., age, sex, race, but not education) were sought to the extent practical considering the limited time available.

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[1] Note that recent court decisions (e.g., Gilmore v. Lynch, 319 F.Supp.105 (N.D. Cal 1970), aff'd per curiam sub nom. Younger v. Gilmore, 404, (U.S.15(1971)) have struck down some of these arbitrary practices as being unconstitutional.

[2] In a stratified sample, the population to be studied is divided into parts or "strata" on the basis of one or several criteria, e.g., age, sex, etc.

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Since study of the 55 selected projects was basically a case-study approach (see D. below) we did not attempt to obtain strict probability samples. The quota and random sampling techniques were used primarily to reduce interviewer bias in selecting respondents. The sample sizes of 1 Form P, 10 Forms R or L, 20 Forms U, and 25 Forms N for each project, determined in advance by USOE, generally were obtained,[1] although in a few instances it was not possible to obtain as many respondents as desired for a particular form. When this occurred, and when feasible, substitutions were made (e.g., if fewer than 25 N's obtained on a given project, then more than 20 U's were obtained for that project) or counterbalancing techniques were used (e.g., if fewer than 20 U's on Project A, then more than 20 on Project B). It was somewhat surprising to find in some cases that there simply were not 10 people in related agencies who had had any contact with a particular project. But that in itself is an indication that some projects are inadequately planned and coordinated. This is discussed more fully in Section IV.

D. FIELD SITE VISITS

The 55 sites visited as part of the field site study are listed in Table IV C.1. Selection of the field sites was based on certain criteria. These included:

1) At least 4 sites from each of the 10 H.E.W. regions.

2) A sample that was approximately proportional to the distribution of projects by special clientele, with at least two projects for each special clientele group.

3) Where feasible, the sample included both large and small projects serving each special clientele group.

The resulting sample[2] included:

24 projects serving the disadvantaged

12 projects serving the institutionalized

8 projects serving the handicapped

11 projects serving mixed groupings of any preceding groups.

The projects were distributed in 52 cities, in 32 states including the District of Columbia. For further details, see Section IV C.

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[1] See Table IV C.2 for the precise number of interviews conducted at each site.

[2] Note that this initial categorization of the projects was based on a statement made in a questionnaire (i.e. Q-2) returned by individual project directors. That categorization sometimes differed from that made during the site visits, resulting in apparent anomalies in project classification. This is discussed further in Section IV.

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SDC personnel conducted the Form P, R, and L interviews using interview teams from both the Falls Church and Santa Monica offices. These teams participated in the instrument design and were thoroughly familiar with their contents. Interviewer training included role-playing, so that procedures were standardized for all interviewers.

A log was used to record all of the interviews and indicate any follow-up action required. Where a significant person was not available at first try, that interview was rescheduled. If a respondent was not available at all, a suitable substitute was located, where possible.

The P, R, and L interviews were conducted during the working hours of the respondents at the working facility wherever feasible, so that the SDC team could observe the project in operation and obtain additional information by observing or by asking questions.

A subcontractor, approved by USOE, Market Opinion Research, of Detroit, conducted the Form U and N interviews. For each location, the subcontractor obtained the interviewers locally. The SDC team provided training for the interviewers in the use of the interview form and in the sampling procedures required for each project. The training included didactic instruction about the study, the local project, and the interview forms. In some instances it included practice interviews using role-playing. Interviewers had standard forms, such as logs, to record the number of interviews obtained and the time it took to obtain each interview, and to check off the quotas where quota-sampling was used. We also provided special instructions such as time of day or day of week to conduct interviews when that was felt to be significant.

The accuracy of the data collection was checked by the subcontractor field supervisors, who used call-back techniques (at least 10 percent were checked, generally by telephone). SDC also performed occasional spot checks on the performance of the field interviewers.

The typical scenario for a field site visit was as follows. On Day 1 the SDC interviewer met first with the project director and the subcontractor personnel. At this meeting we reviewed the sequence of events and obtained any additional information that was needed concerning the project or the quota sampling. Then the SDCer met with the subcontractor interviewers for the training session. These meetings usually took the entire first morning. In the afternoon the subcontractor interviewers started the Form U and N interviews. The SDCer conducted the Form P interview and started the Form R and L interviews. Interviewing was continued for the next day or two, or longer, if necessary. The SDCer usually had at least one additional in-person contact with the subcontractors and was available by phone, if needed. The subcontractor personnel reported each evening by phone to the SDCer.

As data were collected they were sent to Santa Monica for tabulation. Forms U and N were first sent to Detroit for quality control and record-keeping purposes.

IV. DETAILED REVIEW OF DATA OBTAINED IN THE STUDY

A. REVIEW OF STATE PLANS, LEGISLATION, AND TRENDS

One of the project's tasks was to review the goals and objectives set by each state, to study the ways in which the states have used federal and other funds in providing library service for special clienteles, and to evaluate the effectiveness of the programs and of the plans and reports themselves as instruments for planning and evaluating projects.

A second task was to obtain a picture of legislation enacted by the states specifically to provide or regulate library service for special clienteles, to gather information about general activities in the states that have influenced public library service in some way, and to derive some conclusions about state and national policies with regard to public library service for special clienteles.

1. State Plans and Reports, 1965-71

A review of state plans and reports was conducted at USOE, where central files of these documents are maintained. All states and territories requesting and receiving LSCA funds are required to provide USOE with plans for the use of those funds, and later with reports on how the funds were used. A single form has been used for both plans and reports, but new forms have recently been developed.[1] Because the method of preparation and the level of detail in these plans and reports are inconsistent from one state to another, the project staff devised a special data collection form to be used in reviewing the plans and reports. The purpose of the form was to make the information-gathering effort as complete, and the information as consistent, as possible.

All state plans and reports were reviewed for the period 1965-71 and data were gathered for all projects identified as serving special target groups. Following the review, in which supplemental sources in addition to the USOE files were used, the data were tallied and reported.[2] The important data from that report have been integrated into this report.

In all, 356 projects were identified as serving special clientele groups for the 1965-71 period, of which 56 are projects that were proposed for 1971.[3]

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[1] See Appendix A for sample of present forms. The revised forms have not been adopted.

[2] TM-4835/000/01, Progress Report, LSCA Project: Review of State Plans and Legislation, 15 December 1971.

[3] There are reports for two additional projects in the file. However, the information in these two reports was especially meager and we could not determine if they qualified for inclusion. Of the 56 projects, we believe as many as 53 may have been renewals of old projects and that only three entirely new projects had been submitted. (We often could not determine from the state plans and reports whether or not a project was new.) Also, the plans were submitted prior to FY 72, and there is no indication of how many of the 56 were implemented.

The projects included were all funded, either wholly or partly, under LSCA Title I, Title IVA, or Title IVB. The projects identified in the state plans and reports are tallied in Table IV A.1. The table indicates the total number of projects, the number of projects by LSCA Title under which funded, and the special clienteles for whom the projects were intended. As the table indicates, the largest group of projects (120) consists of those for the institutionalized; the next largest group (103) consists of projects for the disadvantaged; and the smallest group (80) consists of projects for the handicapped. Additionally, 43 projects were for combinations of clienteles in two or all three classes, and in 10 cases the target group could not be identified.

It was difficult to interpret these data, because the inventory was incomplete, and some projects were reported more than once. Frequently, projects were called by a different name in different years. Nevertheless, some trends were found in the data. The first noticeable trend was the shift towards greater emphasis on projects to serve the disadvantaged. Prior to 1971, 24.3% were for disadvantaged groups, whereas 81.0% were for such groups in 1971. The shift in dollars was equally dramatic--from 36.1% to 88.8%. The increase in services for the disadvantaged was accompanied by a marked decrease in services to the institutionalized; the quantity of projects for the institutionalized fell from 46.7% to 5.6% and the monetary support from 23.9% to a mere 1.8%.[1]

Another apparent finding was that the federal government is bearing an increasingly large portion of the costs of library projects for special clienteles. (Later evidence contradicts this.)[2] This is suggested by the fact that the LSCA and state funds were of the same general magnitude prior to 1971, whereas in 1971, LSCA funds were approximately four times as great as state funds. On the other hand, this might represent a shift towards more funding from local sources, since over $4 million in local funds is included in the projects for the disadvantaged in 1971.

Finally, there appeared to be a slight overall cost increase from pre-1971 projects to 1971 projects, probably reflecting the effects of inflation. The pattern of funding by special clientele category remained relatively constant. In both the pre-1971 and 1971 periods, the cost per project was shown to be highest for the disadvantaged and lowest for the institutionalized.

Because the data were inconsistent and incomplete, no further analysis was conducted.

An analysis was also made of the reporting forms themselves, to assess their usefulness for review and evaluation of projects by USOE. Preliminary results of that analysis were reported earlier.[3] Final results of that analysis are incorporated elsewhere in this document. (see Section V.)

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[1] Local funds, if included, might alter the picture somewhat. However, the data on local funds were too scant to be useful here. Note that the federal appropriations for institutionalized and handicapped programs remained constant during this period. This apparent anomaly is due to the limited set of data available for analysis.

[2] See discussion in Section IV B.1.3.2

[3] TM-4835, op.cit.

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Table IV A.1. Summary of Projects Identified from State Plans and Reports in Files of USOE (October 1971)

A.	TOTALS		
	Projects reported before 1971	300	
	Projects projected for 1971	56	
	Total number of projects identified		356
B.	TITLE UNDER WHICH PROJECT WAS FUNDED		
	Title I	125	
	Title IVA	150	
	Title IVB	77	
	Not reported	4	
	Total		356
C.	TARGETED SPECIAL CLIENTELES SERVED		
	Disadvantaged		
	Black	22	
	Spanish Speaking	7	
	Asiatic	2	
	American Indian	6	
	Migrants	1	
	Unspecified	65	
	TOTAL		103
	Institutionalized*		
	Hospitalized	7	
	Hospitalized--Mentally Ill	11	
	Hospitalized--Retarded	5	
	Residential Training School	1	
	Nursing Home/Extended Care Facility	2	
	Correctional Facilities	22	
	Unspecified	72	
	TOTAL		120
	Handicapped*		
	Blind	11	
	Physically Handicapped	29	
	Blind and Physically Handicapped	34	
	Deaf	2	
	Aged	4	
	TOTAL		80
	Combinations of Above Classes		43
	Not Reported		10
	TOTAL		356

*It should be noted that about two-thirds of all projects pertain to the institutionalized and handicapped; projects for those groups were legislatively mandated at that time.

2. Review of State Legislation

2.1 Methodology

The review of legislation included an examination of the materials available at the Library of Congress (LC), an intensive literature survey, and discussions with selected state librarians. The Law Library at the Library of Congress contains the legislation of all the states. After searching the Law Library with the assistance of a Law Reference Librarian from LC[1] we found that it would not be feasible to review the entire body of library legislation as contained in the LC Law Library within the time allotted to this task. The reasons for this are discussed below.

The primary literature sources used were American Library Laws, edited by Alex Ladenson,[2] and the summary of State Library Legislation relating to Public Services in the Bowker Annual,[3]. Another important source used was Hartsfield's report entitled Study of State Library Legislation.[4]

In addition to the literature survey, we discussed library legislation with the state librarian--or an associate involved with legislation--in eight states and the District of Columbia. The eight states were California, Georgia, Maryland, New York, Ohio, Texas, Utah, and Washington. The states were selected to provide a cross-section of USOE Regions, geographical areas, types of communities (urban vs. rural), degree of library participation, and population. The project team talked with the representative in each state about recent, existing, and pending legislation affecting library services for the special clienteles; the need for these services; and administrative practices with regard to these groups. The team also conducted several informal discussions with experts in the field of library legislation, including librarians in Los Angeles and in the several counties of Virginia and Maryland surrounding Washington, D.C. The purpose of these discussions was to supplement the information on legislation, and to obtain a picture of trends and practices in different areas of the country.

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[1] We also searched the Congressional Research Division at LC.

[2] Ladenson, Alex, ed. American Library Laws, Chicago, ALA, 1964. Ladenson's book is a compendium of all library legislation at the Federal level and for all 50 states plus Puerto Rico and the Virgin Islands. It is updated by supplements issued every two years (Supplement 4 was published in 1971).

[3] Bowker Annual Library and Book Trade Information. New York, R.R. Book Co. (1970)

[4] Hartsfield, Annie M., St. Angelo, Douglas, and Goldstein, Harold. Study of State Library Legislation, U.S. Department of Health, Education and Welfare, 1970.

2.2 Findings

All states have legislation that provides for the establishment of a state library or library agency, and laws that govern public libraries at some level. Although there are differences in library legislation from state to state, such legislation tends to have some common elements. In general, state library legislation is concerned primarily with:

1) Providing for the organization and operation of the state library or library agency;

2) Performing certain state-oriented library functions such as providing legislative reference or maintaining archives;

3) Enabling county, municipal, or other local government agencies to establish and operate public libraries; and

4) Providing authority for taxation or other funding for library services.

Emphasis is often placed on the powers and responsibilities of the library board. Other items sometimes included in the legislation are: (1) certification criteria for librarians, (2) methods for incorporating privately endowed public libraries, and (3) procedures for the merging and dissolution of libraries and for the procurement and disposition of equipment.

Note that the emphasis in state legislation is on the organization and administration of the libraries, rather than on the services they provide or the users of these services. (There are some exceptions in the form of legislation specifically concerned with services to the blind, physically handicapped, or institutionalized.) Day-to-day operations of public libraries are usually administered by local city or county agencies and are regulated at the municipal or county level. Details of services provided or user needs are generally found in policy statements at the local level, rather than in legislation.

2.2.1 References to Libraries in State Constitutions

Fifteen of the state constitutions refer specifically to libraries, while only two of these--Michigan and Missouri--contain broad library provisions. Michigan's Constitution, revised in 1962, declares:

> "The legislature shall provide by law for the establishment and support of public libraries which shall be available to all residents of the State under regulations adopted by the governing bodies thereof."

The Missouri Constitution sanctions the principle of state aid for public libraries. In Illinois the following constitutional amendment was proposed but not adopted:

> "Since the use of library resources is an essential element in the educational process, it is hereby declared to be the policy of the State to promote the establishment and development of libaries designed to provide for free and convenient access to such materials for all its people without regard to location, institutional form or educational level, and to accept the obligation of their support by the State and its subdivision (and municipalities) in such manner as may be prescribed by law."

In California, the following constitutional amendment was recently proposed:

> "From all State revenues there shall first be set aside the monies to be applied by the State for support of the public schools, [the public library system,] and public institutions of higher education."

The question whether to include the words in brackets has provoked considerable dispute and is as yet unresolved.

Finally, some state constitutions contain detailed provisions describing how county and municipal libraries may be organized (e.g., Arkansas and Oklahoma), rather than simply providing a legal basis for their establishment.

2.2.2 State Aid to Public Libraries

Not all states provide direct aid to the public library system, nor do many have specific legislation for special clienteles. In many states, the needs of special clienteles are not seen as requiring specific legislation. This does not mean that there is a failure to recognize or provide for special clienteles, but rather that the provisions for services to special clienteles are found elsewhere, such as in local policy or guidelines. That is, the state legislature has not seen fit to provide for library programs for special clienteles. It is, therefore, left up to county or city governing bodies to make provision for library services directed toward special clienteles, and many counties and cities have, in fact, risen to meet this challenge by providing tax funds for special projects. In general, however, local governing bodies have not been especially supportive of innovative programs, and LSCA funds have been a prime factor in projects for special clienteles.

3. Long-Range State Plans

Another task of the project was to review the long-range, five-year plans required by the 1970 revision of the LSCA. In addition to filing annual plans and reports, each state and territory was to file a five-year plan by the end of fiscal 1972 (i.e., June 30, 1972). While it had been expected that these plans would be available to the project staff in June, or at the latest July,

none were. It was not until September that the number of available plans was high enough for us even to contemplate reviewing them for this project. Because of this delay in undertaking the review, we were unable to spend as much time with each plan as had been anticipated. Further, not all plans were available even by the end of October! Therefore, only 33 plans were reviewed.

3.1 Methodology

During 1971 USOE had funded a special institute program at Ohio State University, in conjunction with the University's Center for Evaluation, to provide state library agency personnel with training in scientific management. A set of guidelines had been prepared for the institute participants, who represented the state and territorial library agencies. The several sessions of the institute culminated in a publication entitled Planning and Evaluation for Statewide Library Development: New Directions[1]. That publication contained a chapter on guidelines for statewide library planning and evaluation. We examined these guidelines, and from them made up a matrix showing the salient points that the guidelines had suggested should be in every state plan. We then examined each state plan to determine whether or not it met the various criteria. (Table IV A.2 displays the matrix and the results of our review of the plans.)

3.2 Findings

In fulfilling the requirement to submit a five-year plan to LSCA, many states compiled a very general five-year plan which included all sources of funding and all plans for expanding and improving library services throughout the state. Consequently, it was sometimes difficult to isolate specific references to plans for future LSCA funding and projects. No standard format was used in submitting plans, and the result was a wide range of types of presentation. This range extended from well-printed, well-designed, and well-executed reports to merely xeroxed or dittoed reports which, in some cases, were not properly collated, or even legible.

Most states identified special clienteles within the context of their population breakdown. Major emphasis was placed on reaching all groups rather than singling out any group for special consideration. However, many states did specify services to particular groups which had not received adequate or, in some cases, any library services in the past, and groups which had not been aware that such services were available. Several reports focused upon institutional libraries in situations where trained librarians were rarely involved in building or maintaining an appropriate collection. The creation of ethnic collections in both urban and rural areas also received a great deal of attention. The age-old problems of funds and staff were prevalent throughout the

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[1] David D. Thomson, ed. Columbus, Ohio State University Evaluation Center, 1972.

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reports, but with a new slant--better planning and management. Libraries are becoming more and more aware of the importance of good planning and management. As funds become less available, the assignment of priorities becomes more significant, focus is placed on better utilization of funds, staff, and equipment, and librarians realize that good planning is essential. Management techniques are more and more being used in running library programs. Although few states were able to submit a detailed and well-conceived five-year plan, many were beginning to think in management terms. Some of the major inadequacies in the plans included lack of adequate detail, and failure to include any mention of administrative processes and controls or of evaluation measures.

In some cases, plans were labeled as "drafts," which may mean that a more detailed plan is yet to follow. Even so, the plans were extremely inconsistent. This may mean that the state library agencies either did not understand the guidelines, ignored the guidelines, or established their own guidelines.

Table IV A.2 gives the results of our evaluation, and it is easy to see that few state plans are really adequate. Each characteristic for each state plan is identified by Y (indicating that a particular state plan met that criterion) or N (indicating that it did not).

We must emphasize that these are subjective judgments and that, being human, we are not infallible. But in view of the well-prepared guidelines by Ohio State University, it is hard to see why better plans cannot be produced. It is also a sad commentary on some state library agencies that their plans were so late in being filed, although this tardiness seems to be typical of plans and reports filed under LSCA. While the law requires state plans and reports, there are no specific penalties for failure to file them on time, or even for failure to file them at all.

4. Legislative Challenges and Trends

Most states do not enact special legislation dealing with library services to special clientele groups, especially with respect to the disadvantaged. Moreover, many people feel there is no need for such legislation, because existing library legislation is adequate for providing services and fulfilling needs. This relates to the point made earlier, that existing state legislation is concerned mainly with the administrative aspects of libraries rather than the operational and service aspects. Nevertheless, there has been some trend in legislative action and judicial rulings toward a greater concern with library services. This change has been due in part to pressure from certain disadvantaged groups for equality in library services, and the active role taken by some of these groups. Also, pressure for equality in education has had an impact on the policies regarding public libraries.

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Review of State Long Range Plans.

IV					V						VI					VII				VIII					IX							X			
KY	MS	NC	SC	TN	IL	IN	MI	MN	OH	WI	AR	LA	NM	OK	TX	IA	KS	MO	NB	CO	MT	ND	UT	WY	AZ	CA	GU	HI	NV	SA	TT	AK	ID	OR	WA
Y	Y	Y			Y		Y	Y	Y		Y	Y	Y				Y	N	N		Y	Y	Y			Y		Y				Y	Y		
Y	Y	Y			Y		Y	Y	Y		Y	Y	Y				Y	N	N		Y	N	Y			Y		Y				Y	N		
N	Y	Y			Y		N	N	N		N	N	N				N	N	Y		N	N	Y			Y		Y				N	N		
Y	Y	Y			Y		Y	Y	Y		N	Y	Y				N	N	N		Y	Y	Y			Y		Y				N	Y		
Y	N	N			Y		Y	N	Y		Y	N	N				N	N	N		N	N	Y			Y		Y				N	N		
N	N	N			N		N	N	N		N	N	N				N	N	N		N	Y	Y			N		Y				Y	N		
N	N	Y			N		Y	N	N		N	N	N				N	N	N		N	Y	Y			N		N				N	N		
N	N	N			N		N	Y	Y		N	Y	N				N	N	N		N	N	Y			Y		Y				N	N		
N	N	Y			N		Y	N	N		N	N	N				N	N	N		N	N	Y			N		Y				N	N		
N	N	N			N		N	N	N		N	N	N				N	N	N		N	N	Y			N		Y				N	N		

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Table IV A.2 Results of

	REGION I						II				III								
	CT	MA	ME	NH	RI	VT	NJ	NY	PR	VI	DC	DE	MD	PA	VA	WV	AL	FL	GA
1. Identified Special Clienteles	Y	N	Y	Y		Y		Y				N	Y	Y	Y		Y	Y	Y
2. Assessed Needs	Y	Y	Y	Y		Y		Y				Y	Y	Y	Y		Y	Y	Y
3. Made provisions to meet needs	N	N	Y	Y		Y		Y				Y	Y	Y	N		N	N	Y
4. Does plan identify:																			
A. Target group	Y	N	Y	Y		Y		Y				Y	Y	Y	Y		Y	N	Y
B. Specific objectives	N	Y	Y	Y		Y		Y				Y	Y	Y	Y		Y	N	Y
C. Level of funding needed	N	Y	N	N		N		Y				N	Y	N	N		N	N	N
D. Breakdown of source of funding	N	N	N	N		N		N				N	N	N	N		N	Y	N
E. Admin. process and controls	N	Y	N	N		N		Y				N	Y	N	Y		N	N	N
F. Evaluation measures	N	N	N	N		N		N				N	N	N	Y		N	N	N
G. Adequate detail	N	N	N	N		N		N				N	N	N	N		N	Y	N

Note: Y = Yes N = No

The need for equality with respect to library services is a major issue brought to light by representatives of disadvantaged groups. The most prevalent expression of this need is the demand for at least equal per capita expenditures for all groups, and, in some cases, for higher per capita expenditures for disadvantaged groups. Often the libraries in the more affluent neighborhoods of the cities are receiving more money per capita. This is rationalized on the basis that (1) library usage is higher in such neighborhoods, and (2) assessed property values are higher, resulting in more tax income from those neighborhoods. Communities with a low property tax base per capita are often either large metropolitan areas with a high proportion of minority persons, or small rural communities that are largely composed of minority persons. The deleterious effects of de facto segregation are thus compounded by the differential spending for public library services at the state level.

The argument made by spokesmen for disadvantaged groups is that the equal protection clause of the Fourteenth Amendment should be interpreted as guaranteeing equality in library services as well as in education. It appears that this argument could become a major issue in future court cases. The following discussion illustrates some recent trends and conclusions about equality in library services and the relationship of library services to recent rulings in education.

Library services are not now provided equally for all persons in most states. Specifically, the per capita expenditure for such services is unequal within states. Whether or not special clientele groups have the right to equal library service under the equal protection clause of the Fourteenth Amendment is an issue that has not been determined by the nation's courts. Most state laws do not address the problem of equal library service for all persons (though some states take cognizance of the special needs of the blind and the physically handicapped), and almost no state has legislation pending to correct inequities. There is, however, a rationale for states to correct inequities: if education is a primary function of state government, and if public libraries are part of the educational system, then the state can be said to have direct responsibility for ensuring equal library services for all people.

The current situation in California provides us with an example of the kinds of issues involved in getting states to assume responsibility for the funding of libraries. The California Supreme Court held in Serrano v. Priest (5 C3d 584)(1971) that the California public school financing system, with its substantial dependence on local property taxes and resulting wide disparities in school revenue, violates the equal protection clauses of the California Constitution and the Fourteenth Amendment to the U.S. Constitution. Judge Sullivan, in so ruling, stated: "Recognizing as we must that the right to an education in our public schools is a fundamental interest which cannot be conditioned on wealth, we can discern no compelling state purpose necessitating the present method of financing." Under this ruling, the state bears the

burden of establishing that it has a compelling interest that justifies financing public schools via property taxes, and that the resulting inequalities are unavoidable.

The U.S. Supreme Court has demonstrated a marked antipathy to legislative classifications that discriminate on the basis of wealth. In Harper v. Virginia Board of Education (383 US 663, 668) (1966), the Court's opinion stated: "Lines drawn on the basis of wealth or property, like those of race, are traditionally disfavored." The U.S. Supreme Court has even gone so far as to hold that, where important rights are at stake, the State has an affirmative obligation to relieve an indigent of the burden of his own poverty by supplying, without charge, certain goods or services for which others must pay. In Griffin v. Illinois (351 US 12) (1955), the Court ruled that Illinois was required to provide a poor defendant with a free transcript on appeal. The Court has also ruled that indigent defendants in criminal cases have a right to free counsel and that an indigent prison inmate must be provided a law library to help prepare an appeal of his conviction.

In Serrano v. Priest, the Court held that education cannot be allowed to depend on the varying financial capabilities of communities within the state. Whether this decision will be extended from education to public libraries has not been decided. That decision will probably depend on a direct challenge in the courts. Education was held to be a fundamental interest by the California Court because education is (1) a major determinant of an individual's chances for economic and social success, and (2) a unique influence on the development of political attitudes considered essential to a democratic free-enterprise society.

In California, the state legislature has already declared that the public library system is a supplement to the formal system of free public education. The public library system depends even more than the public education system on the local property tax. (In 1968-69, local property taxes provided 55.7% of public school funds, but over 90% of public library system funds.) For school districts in California, the range in tax base per student was from less than $20,000 to well over $100,000; a similar spread would appear with respect to the public library system.

In view of the inequality of services that results from the very wide disparity in resources, it seems possible that in California as well as in other states the equal protection clause will be extended to include the public library system.

A counter indication to this conclusion came in March 1973, when the constitutionality of the Texas system for financing public education was decided by the U.S. Supreme Court. The court decided 5 to 4 to leave intact the local property tax system for financing public education in Texas. In defending the majority decision Justice Lewis F. Powell, Jr. based responsibility for reforms with respect to State taxation and education with the States, and indicated that the court's action should not be viewed as placing judicial imprimatur on the status quo. Since Serrano v. Priest was based on the California constitution and not the federal constitution, the opinion of legal experts in California is that this Texas decision will not affect Serrano v. Priest. But that remains to be seen, of course.

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B. STATE AND TERRITORY SURVEY

1. Questionnaire Data

As part of the study, a questionnaire survey (referred to hereafter as Q-1) was made of the library agencies of the 56 states and territories, to inventory library projects serving the special clienteles in each state and territory. The results of that questionnaire survey are the subject of this section. The questionnaire, shown in Appendix A, outlined the goals of the study and the purpose of the questionnaire, solicited a list of the projects in the state or territory and a few details on each project, including the name of the project director or contact; and asked the respondents for their opinions about the library service needs of the special clienteles in their states.

Responses to the questionnaire provided data on library projects in nearly every state and territory. The number of projects identified was greater than the list of projects contained in the USOE file, which was investigated in an earlier phase of the study. Some of the apparent reasons for the surprisingly high number of projects are explained below.

The data presented herein indicate the various funding sources for project support, since many projects receive funds from several sources, and the figures suggest that state and local sources are taking on an increasingly greater responsibility in funding library projects oriented to special clienteles. We included a tabulation of the user needs that were reported by the questionnaire respondents in an earlier report. That tabulation has been restated in Appendix D. In the following pages the data are presented in tabular form, with some interpretation of the results.

1.1 Methodology

The questionnaire was sent to the LSCA contact in each of the 56 states and territories, with a letter (Appendix A) that explained the nature of the study, and a postage-paid return envelope. The names of the LSCA contacts were obtained from the December 1971 issue of American Education. The questionnaire was intended to be sent to the state or territorial librarian, but because a current list of LSCA contacts was provided, that list was used. Often, however, the state librarian and the LSCA contact were the same person.

In addition to copies of the questionnaire, each state was supplied with extra copies of the inside page of the questionnaire, for use in listing projects that exceeded the space provided in each questionnaire. Three weeks after the initial mailing, a telephone follow-up was made to the states that had not responded. Additional questionnaires were mailed to states that requested extra ones.

When the responses were received, the information was encoded for computer processing and the data were compiled into the tables contained in this report.

1.2 Responses

Fifty-three of the 56 states and territories returned questionnaires. One state (Alaska) and two territories (Puerto Rico and the Virgin Islands) did not respond, despite requests from both SDC and USOE. One state (South Dakota) returned a blank questionnaire with a note explaining that no projects in the state fit the criteria on the questionnaire. It was later learned that some LSCA-funded activities in South Dakota qualified as projects, although they were not considered to be separate projects. We resolved the problem by reaching an agreement with the State library agency that individual project questionnaires would be sent to the library agency to obtain information on the projects. These later questionnaires were, in fact, sent to projects in South Dakota (see Section IV B.2 for results of this effort). Several states had copies of the questionnaire made and disseminated to libraries statewide for the librarians to fill out and return to SDC. To ensure that all required questionnaires were returned, several follow-up calls were made.

Many respondents were very helpful and cooperative. Some, however, indicated annoyance at the request to provide the Q-1 information. For some respondents, the information on the projects--particularly those that were conducted in earlier years and have since been terminated--was quite difficult to obtain and the respondent had to review many files of information in order to supply the necessary date In some cases, this effort obviously required considerable time and the work of several people. As some respondents reported, files were out of date, persons who had been associated with projects in the past were no longer on hand to supply information, and data on funding were difficult to locate. In some cases, too, respondents felt that all the information sought had been submitted to USOE and should be readily available from that source. In other cases, staff members were transferring to new jobs or were new and unfamiliar with the material. In still other cases, the library staff members who might otherwise have been free to provide the information were busy preparing the state's five-year plan, preparation of which coincided with the mailing of the questionnaires, and it was impossible for staff members to supply the data quickly. The return of the questionnaires to SDC was sometimes delayed by as much as two months, and for some states, several telephone calls were required before the questionnaires were returned. As a result of the effort required to answer Q1, perhaps some of the agencies may have been prompted to put their files into better shape. One can only hope!

Clearly, the problems differed greatly from one state to another, reflecting the difference in such matters as allocation and control of funds, means of designing and establishing projects, and maintaining awareness of project activities at the state level. For example, in some states the term "project" designates each activity conducted at an individual library; in others, projects are broad, state-controlled programs, and the applications of funds at the local level are all considered extensions of the same project. In some states, a

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project may be established and run for as long as the program's activities are continued. In other states, projects change titles, or designators (e.g., 72-1, 73-1), each year, or as often as funds for them are renewed. In some states, direct control over LSCA-funded activiites is maintained at the state level; in others, control is given to local project leaders, with minimal direction or supervision from the state library agency. Thus, the level of awareness and knowledge of detail differs considerably from one state to another.

It should be noted that not all identified projects are supported by LSCA funds; some projects meeting the criteria but funded by other sources were also identified. These are also included in the tables listing Q-1-reported projects.

1.3 Project Data Resulting from Administration of Q-1

1.3.1 Projects Identified

The project-related data obtained from the Q-1 survey are shown in Tables IV B.1 through .5. Despite clear definitions on the first page of the questionnaire there appear to have been very different interpretations--particularly of the term "project"--in the responses, resulting in wide variations among the reports of the different states. Therefore, the data cannot be used for direct comparisons across states. The data are presented here as they were reported in the questionnaire, with minor modifications that are discussed later. Table IV B.1 shows the number of projects in each region and state or territory by project status--pending, operational, or terminated. For each region, a regional subtotal in each category is provided below the totals for the last state in each region.

The reason for the extraordinarily high or low totals for some states will be explained later. However, it should be pointed out here that the totals should not be considered true indicators of the status of projects in all states. Our subsequent surveys have shown that some projects identified as operational have terminated, some identified as pending were never put into operation, etc. In addition, for bookkeeping reasons some states consider a project to cease and to be replaced by another project if the target clientele changes somewhat, if the nature of the project is modified, or perhaps if the advent of a new fiscal year requires a revamping and reconfiguration of projects. In other states, such changes would not result in the designation of a new project. These practices also cause wide discrepancies among the states with regard to the number of projects reported.

Table IV B.1. Number of Projects, By Operational Status, as Reported by State Library Agencies (Q-1) (Spring 1972)

Region	State*	Number of Pending Projects	Number of Operational Projects	Number of Terminated Projects	Number of Unspecified Projects	Total Number of Projects(1965-1971)
1	CT		3	14		17
	MA	5	33	3		41
	ME		[illegible]			3
	NH		3			3
	RI		21	1		22
	VT		10	1	1	12
REGION 1 Total		5	73	19	1	98
2	NJ	6	18	18		42
	NY	1	21	24		46
REGION 2 Total		7	39	42		88
3	DC	5	13			18
	DE		30			30
	MD	10	11	29		50
	PA	12	21	9		42
	VA	13	25	10	2	50
	WV		2			2
REGION 3 Total		40	102	48	2	192
4	AL		31	1		32
	FL		23	20		43
	GA		70	2		72
	KY		3	1		4
	MS		4	1		5
	NC		20	18		38
	SC	1	33	5		39
	TN		9			9
REGION 4 Total		1	193	48		242
5	IL		11	5		16
	IN	5	17	18		40
	MI		2			2
	MN		20	4		24
	OH		11	55		65
	WI		23	12		35
REGION 5 Total		5	84	94		183
6	AR		43			43
	LA		10	3		13
	NM	4	5	4		13
	OK		54	5		59
	TX		248	26		274
REGION 6 Total		4	360	38		402
7	IA		12			12
	KS	2	16	11		29
	MO		10			10
	NB		10	6		16
REGION 7 Total		2	48	17		67
8	CO	6	18	24		48
	MT		4			4
	ND		7			7
	UT		9	5		14
	WY		3			3
REGION 8 Total		6	41	29		76
9	AZ		6	14		20
	CA	1	25	12		38
	GU		2	5		7
	HI	6	8	10		24
	NV		23			23
	SA		4	4		8
	TT		5			5
REGION 9 Total		7	73	45		125
10	ID		21	3		24
	OR	6	3	3		12
	WA		10	2		12
REGION 10 Total		6	34	8		48
TOTAL PROJECTS		83	1,047	388	3	1,521

*Abbreviations are U.S. Postal Service standard, except for SA, which is American Samoa, and TT, which is Trust Territories of the Pacific.

Table IV B.2 shows the number of projects in each region and state or territory by clientele type. The abbreviations in the table represent the following clientele groups:

Dis. Black = Economically disadvantaged blacks
Dis. White = Economically disadvantaged whites
Spanish Speaking = Spanish-speaking
Dis. Black + White = Economically disadvantaged blacks and whites*
American Indian = American Indians
Non-English Speaking = Other non-English speaking
Migrants = Migrants
Other Dis. = Other disadvantaged or mixed disadvantaged groups
Hospitalized = Hospitalized
Res. Tng. Schools = Persons in Residential Training Schools (i.e. reform schools)
Nursing Homes = Persons in nursing homes and other extended-care facilities
Correctional Facilities = Persons in correctional facilities
Other Inst. = Other institutionalized
Blind + Phys. Handicapped = Blind and physically handicapped
Aged = Aged
Other Combinations = Other combinations of disadvantaged, hospitalized, and institutionalized groups

Indeed, some states used the "Other Combinations" code for all or nearly all projects in their state, possibly because the respondent was unable to determine which of the many projects in his state served which of the different clientele groups. Note, for example, that most of Indiana's projects are listed as serving combinations and well over three-quarters of Texas's projects are listed in that category.

The grand total of projects represented in Table IV B.2 is 1521, the total number of projects that were identified in the Q-1 survey. Although this table shows all projects that were identified, only 69% of these, or 1047 were in operation at the time the data were gathered.

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*No projects were identified as serving only Asians. Many projects, however, were found to serve economically disadvantaged blacks and whites, so the category "Asian" was dropped and this new category was substituted. Projects serving Asians have been subsumed under the Other Dis. or Other Combinations categories.

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Table IV B.2. Number of Projects, by Region, State, Clientele Type, As Reported by State Library Agencies (Q-1)

REGION	STATE	Dis. Black	Dis. White	Spanish Speaking	Dis. Black + White	American Indian	Non-English Speaking	Migrant	Other Dis.	Hospitalized	Res. Tng. Schools	Nursing Homes	Correctional Facilities	Other Inst.	Blind + Phys. Handicapped	Aged	Other Combinations	Total
1	CT									2	2		4				9	17
	MA			1			1		5	6	1		8	5	6	4	4	41
	ME													1	2			3
	NH		1												1		1	3
	RI	1							4	1	2	1	1	4	5	2	1	22
	VT										1				2		9	12
Subtotals		1	1	1			1		9	9	6	1	13	10	16	6	24	98
2	NJ	10	1	2	1				10		1		6	2	1	2	6	42
	NY	1		1					23	3			4		1		13	46
Subtotals		11	1	3	1				33	3	1		10	2	2	2	19	88
3	DC	3													2		13	18
	DE								19						1		10	30
	MD	4	4		4				4	9		3	17		2		3	50
	PA	13	4	1			1				2	1	2		9		9	42
	VA	4	2						10	2	1	6	4		2	2	17	50
	WV														1		1	2
Subtotals		24	10	1	4		1		33	11	3	10	23		17	2	53	192
4	AL	4						1	6		1	1	3	2	8	5	1	32
	FL	11						1	3	9	6		5	6	2			43
	GA								67	1	1		1		2			72
	KY				1												3	4
	MS								2					1	2			5
	NC		1		9					5	1		8	3	9		2	38
	SC	2							23		1			5	3		5	39
	TN	3	1						2				1	1	1			9
Subtotals		20	2		10			2	103	15	10	1	18	18	27	5	11	242
5	IL	8		1							1		2		3		1	16
	IN												2		2	2	34	40
	MI															1	1	2
	MN	1				2							1		1		19	24
	OH	5	9	2		1			22	8	5		7		2	1	4	66
	WI					2		2	4	7	1		9		5	1	4	35
Subtotals		14	9	3		5		2	26	15	7		21		16	5	115	183
6	AR				27					3			6	1	2		4	43
	LA			1						3	2		3		4			13
	NM		1	4					5								3	13
	OK					4			18	4		15	1	1	12		4	59
	TX	5		11		1			3			20	5	2	3	1	223	274
Subtotals		5	1	16	27	5			26	10	2	35	15	4	21	1	234	402
7	IA	1				1			3					1	3	3		12
	KS		2		1				13				1	1	5	1	5	29
	MO	2													2	2	4	10
	NE	1															15	16
Subtotals		4	2		1	1			16				1	2	10	6	24	67
8	CO		1	2				1	5	1	8	3	2		10	4	11	46
	MT													1	1		2	4
	ND					2									1		4	7
	UT				1					1	2		4	4	1		1	14
	WY								1						1		1	3
Subtotals			1	2	1	2		1	6	2	10	3	6	5	14	4	21	76
9	AZ					3			3					6	6		2	20
	CA			2				1	8	2			7		5	1	12	38
	GU																7	7
	HI								10					1	2		11	24
	NV													6	3		14	23
	SA						8											8
	TT								4								1	5
Subtotals				2		3	8	1	25	2			7	13	17	1	48	125
10	ID				1	3		4		1		1	1	2	5		6	24
	OR	1	2	2									1	2	3	1		12
	WA	2										2		1	2		5	12
Subtotals		3	2	2	1	3		4		1		3	2	5	10	1	11	48
FINAL TOTALS		82	29	30	45	19	10	10	277	68	39	53	116	59	146	33	505	1521

Table IV B.3 illustrates the marked contrast between the number of projects identified by Q-1 and the number identified from data in the USOE files. One major reason for the very high number of projects identified in Q-1 is the fact that in a few states (e.g., Texas), what was reported in USOE files as one project had been identified in Q-1 as many projects, because the "project" made available funds that were used for activities for special clienteles in different libraries throughout the state. In other states (e.g., New York, Georgia, Indiana, Michigan) the same principle applies, on a somewhat smaller scale. In addition, many projects have been created since the time that the reports were entered into the USOE files.

Table IV B.3. Comparison of File-Reported (USOE) and Q-1 Reported Project Totals (for Special Clienteles).

Region	Number of Projects in USOE Files (as of October 1971)	Q-1 Reported Projects
I	38	98
II	26	88
III	41	192
IV	54	242
V	35	183
VI	28	402
VII	14	67
VIII	14	76
IX	31	125
X	19	48
Totals	300*	1521

*Does not include 56 projects for the year 1971-1972.

It would be hazardous to draw conclusions about the number of projects serving the different classes of clientele groups, since so many of the projects serve combinations of groups. Indeed, one-third of the projects reported (505) were identified by the states as serving combinations with no indication given of which groups were served.

1.3.2 Funding

Table IV B.4 shows funding for projects currently in operation (approximately as of April 1972). For each region and state, the following are listed, for the current (i.e., 1972) fiscal year:

- number of LSCA-supported projects (Titles I and II)
- total of LSCA dollars spent in the state and region
- number of public library projects serving special clienteles and receiving funds from other federal sources
- total in dollars from the above
- number of public library projects serving special clienteles and receiving state funds, local funds, and other funds
- Totals in dollars from each of the above sources

Table IV B.5 provides the same data as shown above, but for all years of project operation from 1965 to fiscal 1972 (i.e., June 1972).

Again, it must be pointed out that the data were reported by the state library agencies, and the information may be incomplete or, in some cases based on estimates where figures were not readily available. Given the sums of money involved, one might expect somewhat more accurate records. In any case, some interesting aspects are apparent. First, the total LSCA funds for current projects are exceeded by the total of state and local funds--$15 million vs. $18 million.[1] (However, this is only true in the total funds; there is a great difference between some states and others in the amount of state and local funds expended.) In over 35 states, LSCA contributions to the projects are significantly higher than are state contributions, but in several states, state contributions are higher than are LSCA contributions--most notably, in New York, Hawaii, Michigan, Oregon, Washington, Minnesota, and Oklahoma. (In four states--Connecticut, Maine, Indiana, and the Trust Territories, no state funds are reported.) Note also that in the five states of Vermont, West Virginia, Georgia, Wisconsin, and Wyoming, state funds nearly match LSCA funds.

[1] A recent survey suggests that almost $21 million (from LSCA) was spent in FY 1972. The $15 million figure suggests that our data are somewhat incomplete, but bear in mind they do not include Alaska, South Dakota, Puerto Rico, and the Virgin Islands.

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Table IV B.4. Curre
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Note: Current fiscal year funding is listed for some terminated and pending projects, because that is the way certain states reported funding for projects that had terminated during the 1972 fiscal year, or that were expected to get underway before the end of fiscal 1972 (i.e. June 1972). Note also, that the columns given are not mutually exclusive, i.e., projects might be funded by LSCA and also have state support, or local support, etc.

REGION	STATE	LSCA SUPPORT Projects	LSCA SUPPORT Funding	OTHER FEDERAL SUPPORT Projects	OTHER FEDERAL SUPPORT Funding	STATE SUPPORT Projects	STATE SUPPORT Fundi
1	CT	3	$44,195				
	MA	24	242,660			13[a]	
	ME	3	64,000			3	$113,0
	NH	3	328,835			3	408,7
	RI	20	36,500			3	10,0
	VT	10	212,255			10	211,0
Subtotals		63	928,445			32	742,7
2	NJ	19	570,321			6	179,0
	NY	22	1,699,156			20	2,464,8
Subtotals		41	2,269,477			26	2,643,8
3	DC	5	259,466	7	$693,472	4	380,5
	DE	30	143,695			14	91,6
	MD	20	293,007			8	85,0
	PA	23	738,018	1	700,000	4	567,7
	VA	10	252,814	2	91,000	3	131,4
	WV	2	52,859			2	32,0
Subtotals		90	1,739,859	8	1,484,472	35	1,308,4
4	AL	11	73,877			1	30,0
	FL	23	648,884			9	108,9
	GA	70	357,000			5	561,0
	KY	3	81,332			3	112,5
	MS	4	108,886			2	49,2
	NC	20	385,965			9	111,6
	SC	33	225,566	2	16,650	1	12,0
	TN	9	536,552			3	90,6
Subtotals		173	2,418,062	2	16,650	33	1,076,0
5	IL	11	628,398			2	6,7
	IN	17	398,000				
	MI	2	61,000			2	205,0
	MN	14	189,187			14	301,4
	OH	11	636,140			3	52,4
	WI	22	242,299	1	193,504	17	266,9
Subtotals		77	2,155,024	1	193,504	40	1,032,6
6	AR	43	160,210			25	67,1
	LA	7	84,000	4	39,416	7	40,5
	NM	9	273,214			7	10,2
	OK	3	80,493			2	233,2
	TX	244	768,101			9	108,8
Subtotals		306	1,366,018	4	39,416	50	460,0
7	IA	12	123,000			1	46,6
	KS	8	74,168			1	41,0
	MO	6	310,209			2	96,8
	NB	10	360,490	1	39,714	3	200,8
Subtotals		36	1,069,867	1	39,714	7	383,3
8	CO	3	75,315	2	30,400	3	2,7
	MT	4	320,278			3	137,4
	ND	6	216,000	1	25,000	3	115,0
	UT	11	81,704			11	174,6
	WY	3	74,534			2	66,3
Subtotals		27	767,831	3	55,400	22	496,1
9	AZ	6	176,914	1	50,000	3	12,3
	CA	25	848,680			25	624,5
	GU	2	50,837			2	350,3
	HI	9	272,000			5	740,0
	NV	23	285,358			23	163,0
	SA	3	65,583			2	31,2
	TT	3	43,933				
Subtotals		73	1,743,305	1	50,000	60	1,921,5
10	ID	16	84,500	1	8,774	2	3,5
	OR	8	88,028			2	226,4
	WA	5	127,376	1	14,511	2	334,7
Subtotals		29	299,904	2	23,285	6	564,7
FINAL TOTALS		913	$14,957,792	24	$1,902,441	311	$10,631,7

[a] No funding figures were given for these projects.

[b] Dollar amount was not specified for four of these seven projects.

Table IV B.4. Current Funding (As of April-May 1972) All Projects as Reported by State Library Agencies (Q-1)

LSCA SUPPORT		OTHER FEDERAL SUPPORT		STATE SUPPORT		LOCAL SUPPORT		OTHER SUPPORT		NO FUNDING SOURCE SPECIFIED
Projects	Funding	Projects	Funding	Projects	Funding	Projects	Funding	Projects	Funding	
3	$44,195									
24	242,660			13[a]		19[a]		13[a]		
3	64,000			3	$113,000					
3	328,835			3	408,772			1	$1,868	
20	36,500			3	10,000			1	27,500	
10	212,255			10	211,003	1	$100	1	1,000	
63	928,445			32	742,775	20	100	16	30,368	
19	570,321			6	179,000					
22	1,699,156			20	2,464,833	7[b]	224,000			
41	2,269,477			26	2,643,833	7	224,000			
5	259,466	7	$693,472	4	380,579					4 (DC)
30	143,695			14	91,619	28	137,934			
20	293,007			8	85,069	1	8,000	1	500	
23	738,018	1	700,000	4	567,700	8	142,711	2	4,100	
10	252,814	2	91,000	3	131,493	6	12,225			15 (VA)
2	52,859			2	52,028					
90	1,739,859	8	1,484,472	35	1,308,490	43	300,870	3	4,600	19
11	73,877			1	30,000					20 (AL)
23	648,884			9	108,920	13	281,833	1	25,000	
70	357,000			5	561,000	5	829,000			
3	81,332			3	112,598					
4	108,886			2	49,203	2	12,000			
20	385,965			9	111,685	6	49,346	2	5,500	
33	225,566	2	16,650	1	12,000	9	16,154			
9	336,552			3	90,688	1	10,000			
173	2,618,062	2	16,650	33	1,076,094	36	998,333	3	30,500	20
11	628,398			2	6,735	3	27,000			
17	398,000									
2	61,000			2	205,000					
14	189,187			14	301,467	9	174,768			
11	636,140			5	52,459	7	412,481			
22	242,299	1	193,504	17	266,945	6	188,029			
77	2,135,024	1	193,504	40	1,032,606	25	802,278			
43	160,210			25	67,124	43	77,010	1	1,000	
7	84,000	4	39,416	7	40,500					
9	273,214			7	10,241	1	716	1	1,000	
3	80,493			2	233,287					51 (OK)
244	768,101			9	108,885	17	108,054			2 (TX)
306	1,366,018	4	39,416	50	460,037	61	185,780	2	2,000	53
12	125,000			1	46,637	11	111,770			
8	74,168			1	41,031	9	19,400			1 (KS)
6	310,209			2	96,838	1	30,000			2 (MO)
10	360,490	1	39,714	3	200,890	7	2,809,655			
36	1,069,867	1	39,714	7	385,396	28	2,990,825			3
3	75,313	2	30,400	3	2,765	4[c]	150			8 (CO)
4	320,278			3	137,425	2	324,680			
6	216,000	1	23,000	3	115,000	4	48,000			
11	81,704			11	174,609					
3	74,534			2	66,366					
27	767,831	3	55,400	22	496,165	10	372,830			8
6	176,914	1	30,000	3	12,305	1	3,000			
25	848,680			25	624,581	18	522,496			
2	50,837			2	350,379					
9	272,000			5	740,000					4 (HI)
23	285,358			23	163,010	14	1,032,442			
3	65,583			2	31,273					1 (SA)
5	43,933									
73	1,743,305	1	30,000	60	1,921,550	33	1,557,938			5
16	84,300	1	8,774	2	3,577	8	8,910	4	1,700	3 (ID)
8	86,028			2	226,480	7	51,994			
5	127,376	1	14,311	2	334,742	7[d]	9,922			
29	299,904	2	23,285	6	564,799	22	70,826	4	1,700	3
915	$14,957,792	24	$1,902,441	311	$10,631,745	285	$7,503,780	28	$69,168	111

[a] ...res were given for these projects.

[b] ...was not specified for four of these seven projects.

[c] No funding figures were given for two of these projects.

[d] No funding figures were given for six of these projects.

Table IV B.5. Total Funding--All Projects, 1965-71 (Allocati Up to End of Fiscal 1972) As Reported by State

REGION	STATE	LSCA SUPPORT Projects	LSCA SUPPORT Funding	OTHER FEDERAL SUPPORT Projects	OTHER FEDERAL SUPPORT Funding	STATE SUPPORT Projects	STATE SUPPORT Funding	LOCAL SUPPORT Projects	LOCAL SUPPORT Funding	OTHER SUPPORT Projects	OTHER SUPPORT Funding
1	CT	16	$282,898			17	$939,431				
	MA	41	694,050			18	141,853	19[a]		14	$3,600
	ME	3	310,000			3	399,000				
	NH	3	1,894,010			3	2,368,618			1	9,957
	RI	22	83,050			20	115,144	1	$34,494	1	27,500
	VT	11	856,675			10	840,384	1	100	1	2,000
Subtotals		96	4,120,683			71	4,804,430	21	34,594	17	43,057
2	NJ	38	1,400,213			10	1,198,138				
	NY	46	8,088,591	1	$758,402	38	13,455,765	17[b]	6,200,138	2	180,038
Subtotals		84	9,488,804	1	758,402	48	14,653,903	17	6,200,138	2	180,038
3	DC	5	1,465,075	7	1,241,472	4	380,579				
	DE	30	354,542			14	421,619	29	144,334		
	MD	46	971,261	2	192,646	26	314,753	5	584,485	2	12,500
	PA	31	1,675,059	1	700,000	4	592,200	8	177,735	4	38,511
	VA	17	1,756,088	2	244,000	7	447,368	10	43,725		
	WV	2	242,927			2	237,799				
Subtotals		131	6,464,952	12	2,378,118	57	2,394,318	52	950,279	6	51,011
4	AL	12	183,930			1	200,000				
	FL	43	1,086,612			16	404,435	13	328,533	1	25,000
	GA	72	700,000			9	801,000	5	629,000		
	KY	4	338,454			3	381,919				
	MS	5	298,316			2	149,417	3	26,650		
	NC	38	620,290			26	463,960	6	49,346	3	97,500
	SC	39	431,492	2	16,650	3	129,473	11	38,234		
	TN	9	738,762			3	255,066	1	20,000		
Subtotals		222	4,397,856	2	16,650	63	2,785,270	39	1,091,763	4	122,500
5	IL	16	1,564,230			2	6,735	3	27,000		
	IN	37	2,539,125			3[a]					
	MI	2	270,000			2	850,000				
	MN	24	1,453,311			24	2,791,525	12	848,117		
	OH	65	5,389,106	6	291,759	23	947,337	38	3,296,717		
	WI	33	991,481	2	301,364	22	1,075,708	9	1,046,693		
Subtotals		177	12,207,253	8	593,123	76	5,671,305	62	5,218,527		
6	AR	43	381,899			27	131,825	43	134,848	1	4,200
	LA	13	267,000	4	46,416	8	72,000			3	60,500
	NM	13	417,911			7	10,241	1	716	1	1,000
	OK	4	332,536	1	10,000	3	647,304				
	TX	272	1,120,845			26	291,286	21	303,889	1	486
Subtotals		345	2,520,200	5	56,416	71	1,152,656	65	439,453	6	66,186
7	IA	12	246,102			1	380,430	11	147,835		
	KS	17	145,447			2	146,031	11	54,727		
	MO	7	897,044			2	493,000	1	50,000		
	NB	14	4,039,025	1	39,714	3	604,435	8	2,919,655		
Subtotals		50	5,327,618	1	39,714	8	1,623,896	31	3,172,217		
8	CO	12	269,066	8	54,400	22	200,350	11[c]	2,450		
	MT	4	1,434,242			3	528,624	2	1,936,695		
	ND	6	1,333,000	1	25,000	3	633,000	5	587,000		
	UT	14	485,233			14	755,728				
	WY	3	341,696			2	286,111	1	29,664		
Subtotals		39	3,863,237	9	79,400	44	2,403,813	19	2,555,809		
9	AZ	20	520,585	2	75,000	13	316,544	6	48,741		
	CA	37	5,116,932			37	2,556,139	25	2,132,839		
	GU	6	89,638			5	365,487				
	HI	23	1,652,000			19	4,739,000				
	NV	23	1,413,783			23	1,103,537	14	4,831,572		
	SA	8	162,486			7	81,490				
	TT	5	244,237								
Subtotals		122	9,199,661	2	75,000	104	9,162,197	45	7,013,152		
10	ID	24	295,404	2	9,274	8	223,865	13	64,673	5	4,000
	OR	12	394,953			2	1,069,507	9	511,845		
	WA	11	467,463	2[d]	14,511	3[d]	1,419,476	8[e]	9,922		
Subtotals		47	1,157,820	4	23,785	13	2,712,848	30	586,440	5	4,000
FINAL TOTALS		1313	$58,748,084	44	$4,020,608	555	$47,364,636	381	$27,262,372	40	$466,792

[a] No funding figures were given for these projects.

[b] Dollar amount was not specified for four of these projects.

[c] No funding figures were given for eight of these projects.

[d] No funding figures were given for one of these p

[e] No funding figures were given for seven of these

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IV B.5. Total Funding--All Projects, 1965-71 (Allocations Received by States Up to End of Fiscal 1972) As Reported by State Library Agencies (Q-1)

DERAL SUPPORT s Funding	STATE SUPPORT Projects	STATE SUPPORT Funding	LOCAL SUPPORT Projects	LOCAL SUPPORT Funding	OTHER SUPPORT Projects	OTHER SUPPORT Funding	NO FUNDING SOURCE SPECIFIED
	17	$939,431					
	18	141,853	19[a]		14	$3,600	
	3	399,000					
	3	2,368,618			1	9,957	
	20	115,144	1	$3[illegible],494	1	27,500	
	10	840,384	1	100	1	2,000	
	71	4,804,430	21	34,594	17	43,057	
	10	1,198,138					
$758,402	38	13,455,765	17[b]	6,200,138	2	180,038	
758,402	48	14,653,903	17	6,200,138	2	180,038	
1,241,472	4	380,579					4 (DC)
	14	421,619	29	144,334			
192,646	26	314,753	5	584,485	2	12,500	
700,000	4	592,200	8	177,735	4	38,511	
244,000	7	447,368	10	43,725			20 (VA)
	2	237,799					
2,378,118	57	2,394,318	52	950,279	6	51,011	24
	1	200,000					20 (AL)
	16	404,435	13	328,533	1	25,000	
	9	801,000	5	629,000			
	3	381,919					
	2	149,417	3	26,650			
	26	463,960	6	49,346	3	97,500	
16,650	3	129,473	11	38,234			
	3	255,056	1	20,000			
16,650	63	2,785,270	39	1,091,763	4	122,500	20
	2	6,735	3	27,000			
	3[a]						
	2	850,000					
	24	2,791,525	12	848,117			
291,759	23	947,337	38	3,296,717			
301,364	22	1,075,708	9	1,046,693			
593,123	76	5,671,305	62	5,218,527			
	27	131,825	43	134,848	1	4,200	
46,416	8	72,000			3	60,500	
	7	10,241	1	716	1	1,000	
10,000	3	647,304					54 (OK)
	26	291,286	21	303,889	1	486	1 (TX)
56,416	71	1,152,656	65	439,453	6	66,186	55
	1	380,430	11	147,835			
	2	146,031	11	54,727			2 (KS)
	2	493,000	1	50,000			2 (MO)
39,714	3	604,435	8	2,919,655			2 (NB)
39,714	8	1,623,896	31	3,172,217			6
54,400	22	200,350	11[c]	2,450			11 (CO)
	3	528,624	2	1,936,695			
25,000	3	633,000	5	587,000			
	14	755,728					
	2	286,111	1	29,664			
79,400	44	2,403,813	19	2,555,809			11
75,000	13	316,544	6	48,741			
	37	2,556,139	25	2,132,839			1 (CA)
	5	365,487					1 (GU)
	19	4,739,000					
	23	1,103,537	14	4,831,572			
	7	81,490					
75,000	104	9,162,197	45	7,013,152			2
9,274	8	223,865	13	64,673	5	4,000	
	2	1,069,507	9	511,845			
14,511	3[d]	1,419,476	8[e]	9,922			
23,785	13	2,712,848	30	586,440	5	4,000	
$4,020,608	555	$47,364,636	381	$27,262,372	40	$466,792	118

ects.

these projects.

hese projects.

[d] No funding figures were given for one of these projects.

[e] No funding figures were given for seven of these projects.

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A comparison of Tables IV B.4 and 5 shows about the same proportion of state funds (to LSCA funds), but a marked increase during the current year (i.e., Fiscal 1972) in the proportion of local funds as compared with LSCA funds. State funding for current projects is more than half that of LSCA funds, and local funding has grown to slightly more than half that of LSCA funds. Funds from federal sources other than LSCA total slightly over $1.9 million. (Note that the other federal sources were not identified in many cases, and so they are not listed here.)

Table IV B.6 provides two sets of information for the total of projects identified: the number of projects in each of four clientele groups--disadvantaged, institutionalized, physically handicapped, and combinations; and the total funds expended for each of the four groups from each of the five fund-source categories.

Table IV B.6. Comparison of Funding Totals for Five Major Sources (Allocations 1965-1971) As Reported by State Library Agencies (Q-1)

CLIENTELE GROUP:	Disadvantaged	Institutionalized	Handicapped	Others and Combinations
NUMBER OF PROJECTS:	502	335	179	505
FUNDING:				
LSCA Funds	$24,768,166	$4,467,548	$4,906,761	$24,605,609
Other Fed. Funds	925,951	95,400	883,961	2,115,296
State Funds	14,957,670	6,022,123	7,293,027	19,091,816
Local Funds	12,029,562	169,422	2,551,276	12,512,112
Other Funds	165,697	65,100	210,195	25,800

1.4 Need Statements Elicited from Administration of Q-1

The questions on the last page of the questionnaire were designed to elicit the views of the respondent of what the most pressing needs were for public library services for the special clienteles.

Most respondents identified areas of need, though some respondents did not fill out the back page of the questionnaire at all. Not all of those who filled out this page specified the clientele group, the number of persons in the clientele group, or the locale of the group.

The number of needs was tallied for each state responding, as shown in Table IV B.7. Note that eight of the respondents indicated no needs, while several indicated only a few; as will be seen, these were frequently very broadly stated needs, such as "more funding" or "more staff members." Other states submitted a fairly extensive and specific list of needs.

Most of the needs related to general services and attitudes were associated with the disadvantaged categories. Here the emphasis is on special programs and larger or more appropriately trained staffs. The needs identified with the institutionalized were mostly in the categories of librarians and other workers, material and special equipment, and facilities. Needs for the handicapped included general services, materials and special equipment, and publicity.

In terms of location of needs, we may note that, for the disadvantaged and the "other" or "combinations" categories, the needs expressed were fairly evenly distributed across the urban/rural/statewide spectrum. For the categories of institutionalized and handicapped, the location of needs was generally expressed as "statewide" or "in institutions."

Needs that were identified for "others", or "combinations of groups" that did not seem to fall easily into one of the three major special clientele categories tended to be fairly evenly distributed across the spectrum of needs. They included many specific ones, e.g., "need for day care centers," "need for minibuses," "need for library technicians," as well as more generally phrased, overall needs. Indeed, many of the needs for additional staff members, materials, and programs were expressed as needs of special groups ("Micronesian language materials"), although the identity of the client group was given as "other" or a combination of clienteles.

Table IV B.8 shows the reported needs, divided into category of need. There were quite a few needs expressed for special groups (aged, blind, etc.) and some of these were identified as existing primarily in one locale. For example, needs for services for the aged tended to be restricted to urban settings, while services for the blind were indicated as being needed on a statewide basis; services for children are reported as being needed in the range of locales --rural, urban, etc. Services, programs, or materials for non-English speaking persons were mentioned only once, while services for children and for the functionally illiterate ranked very high.

Other needs were reported in smaller number. Some respondents expressed the need for additional or improved facilities. More numerous were the mention of need for books and for audio-visual and other materials. The need for funding was not specifically called out often. Needs for additional staffing were often mentioned, primarily for professionals, although needs for personnel who are bilingual or otherwise ethnically similar to the users, and for support personnel, were also indicated in a large number of cases. Over 50, or one-sixth, of the total needs identified were related to personnel and staffing.

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Table IV B.7. Number of Needs Reported, by Region and State; as Reported by State Library Agencies (Q-1)

STATE *	NO. OF NEEDS
REGION I	
CT	2
MA	-
ME	2
NH	3
RI	7
VT	7
REGION II	
NJ	6
NY	3
REGION III	
DC	6
DE	1
MD	8
PA	-
VA	4
WY	3
REGION IV	
AL	-
FL	13
GA	5
KY	13
MS	9
NC	8
SC	9
TN	9
REGION V	
IL	7
IN	12
MI	-
MN	-
OH	6
WI	26
REGION VI	
AR	16
LA	5
NM	-
OK	6
TX	8
REGION VII	
IA	-
KS	27
MO	3
NV	5
REGION VIII	
CO	11
MT	3
ND	-
UT	2
WY	4
REGION IX	
AZ	3
CA	4
GU	4
HI	4
NV	6
AS	3
TT	6
REGION X	
ID	2
OR	7
WA	6

* Abbreviations used are those of the U.S. Postal Service, except for American Samoa (AS) and Trust Territories of the Pacific (TT) for which no postal abbreviations exist.

Table IV B.8. Categories of Needs and Number in Each Category as Reported by State Library Agencies (Q-1)

		Totals Reported
A.	NEEDS FOR SERVICES, PROGRAMS, OR MATERIALS	
1.	For the aged 15	
2.	For the blind, physically handicapped, or homebound 17	
3.	For children 17	
4.	For disadvantaged (unspecified). 8	
5.	For rural 7	
6.	For migrants 4	
7.	For Indians. 3	
8.	For functional illiterates 17	
9.	For institutions 11	
10.	For non-English speakers 1	
11.	Others 9	
		109
B.	NEEDS FOR ADDITIONAL OR IMPROVED FACILITIES	
1.	At institutions. 11	
2.	General 13	
		24
C.	NEEDS FOR BOOKS AND PRINTED MATTER	
1.	Books (general). 10	
2.	Large-print books. 4	
3.	Low-vocabulary high-interest books 6	
4.	Ethnic/cultural materials 8	
		28

Table IV B.8. Categories of Needs and Number Reported in Each Category as Reported by State Library Agencies (Q-1) (Cont'd.)

		Totals Reported
D.	NEEDS FOR NON-BOOK MATERIALS	
	1. Audio-Visual devices 6	
	2. Recordings 10	
	3. Films. 2	
	4. Other Equipment. 9	
	5. Materials (unspecified). 3	
		30
E.	NEEDS FOR ADDITIONAL FUNDING	
	1. General. 3	
	2. Specific 5	
		8
F.	NEEDS FOR STAFFING	
	1. Professional staff 22	
	2. Bilingual or ethnically similar. 11	
	3. Support personnel. 13	
	4. Volunteers and aides 7	
	5. Others 5	
		58
G.	NEEDS FOR STAFF TRAINING	
	1. Re needs of clientele groups 6	
	2. Other. 6	
		12
H.	NEEDS FOR PUBLICITY.	15
I.	NEEDS FOR COMMUNITY INTERACTION.	2
J.	NEEDS FOR INTERLIBRARY OR INTERAGENCY COOPERATION.	9
K.	MISCELLANEOUS NEEDS.	37

A fair number of respondents listed needs related to training. Some of these needs were related to training of users; others, to staff training. It is interesting to note that nearly all training needs were indicated either for clienteles in institutions or clienteles statewide, rather than being specifically identified with urban or rural clienteles.

Many respondents cited publicity as a need. In addition to needs for community involvement and interlibrary cooperation, a number of miscellaneous needs were suggested, including:

- identification of disadvantaged areas for evaluation of special services;
- realistic goals for disadvantaged by libraries;
- knowledge of the needs of the disadvantaged;
- better attitude than "come and get it" library service;
- equal service in remote areas;
- librarians with social welfare background;
- fewer LSCA restrictions;[1]
- better measures of results of library services;
- assistance in finding and informing potential users; and
- free telephone number for blind and physically handicapped to call.

These data reveal that a wide range of needs were perceived by the library agencies of the different states. Some needs were stated in such general terms that it would be difficult to recommend programs to meet them, and none of the general need statements were surprising. Indeed, most were simply statements of professional library creed directed toward the special clienteles.

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[1] This statement by the respondents indicates that there may be some misunderstanding of the LSCA and its administration. Historically some of these misunderstandings occur with the state and local entities.

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2. Individual Projects Survey

The second questionnaire was designed to gather information about all identified library projects serving special clienteles. The purpose of this questionnaire (known as "Q-2") was to collect detailed information about individual projects, and to help the study team prepare for on-site visits to a sample of 55 projects that were selected for more intensive study. The questionnaire itself is included in Appendix A.

2.1 Methodology

Q-2 was designed to gather several general kinds of information for each project: target clienteles, project goals, location of the project, primary activities, funding levels, staffing, and assessment of success or failure. The questionnaire was designed to be applicable to all the kinds of projects that were considered to be within the scope of the study. The cover sheet of the questionnaire described the purposes of the study and of the questionnaire and included brief definitions of terms.

The projects to which questionnaires were sent had been identified through several sources. In addition to Q-1, some projects were identified in the review of project information contained in the USOE files, an earlier task in the study; others were identified from library professional literature; a few were identified by persons who were involved with projects and were able to identify other projects that met the study criteria; and still others were identified from the Q-2s themselves, in response to a question asking the respondent to identify other projects. Each project identified from the USOE files, through the literature search, or through other sources, was checked against the list of projects obtained from the Q-1s, so that no project already identified would be included a second time. Q-2 was sent to the directors of identified projects in 53 of the 56 states and territories.[1]

In all, some 1683 projects were identified (far more than anyone had expected) and were sent a copy of the Q-2. Included with the questionnaire was a cover letter (see Appendix A) outlining the purposes and goals of the study and a self-addressed return envelope.

A follow-up mailing was made two to three weeks after the initial mailing to those projects that had not yet responded. The follow-up mailing included a second letter (Appendix A) together with another copy of the questionnaire and a self-addressed envelope. Since the response rate seemed satisfactory (see below), no further followup efforts were made.[2]

When the responses were received, the information was encoded and keypunched, and a computer program was written to process the data and create the summary tables that are presented in this report.

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[1] No "projects" were identified in Alaska, Puerto Rico, or the Virgin Islands.

[2] These follow-up procedures were set forth in the supporting statement (submitted to USOE for transmission to the Office of Management and Budget (OMB) that was necessary for official approval of the questionnaire forms. These procedures were approved by both USOE and OMB.

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2.2 Responses

Responses from 1235 projects were received. An additional 57 projects responded, but their responses arrived after the cutoff date for inclusion in the tabulations. Section IV B2.6 is devoted to a brief review of those 57 projects. This was a total response of 77%, considered satisfactory for such a survey. Of those, 1003 were usable and were tabulated.

In addition to the questionnaires themselves, the respondents sent a great deal of supplementary material--brochures, publicity releases, photographs, and samples of project-related materials. A few of these, of an exemplary nature, were included in the Q-2 report. [1]

2.3 Overview of Contents of Tables

The data obtained from the Q-2 survey are contained in Tables IV B.9 to .39. In the tables that display numbers of characteristics by user group, 29 categories of users are provided. This is because more than 80% of the projects were found to serve a combination of user groups. A frequency count was made to reveal the number of occurrences of different combinations. As a result of that count, four user-group combinations frequently found were added to the original 20. The original 20 were:

1) Disadvantaged Blacks
2) Disadvantaged Whites
3) Spanish-Speaking [2]
4) Mexican-Americans
5) Cubans
6) Puerto Ricans
7) Other Spanish-Speaking [2]
8) Asian-Americans [2]
9) Chinese
10) Japanese
11) Filipinos
12) Other Asian-Americans [2]
13) American Indians
14) Migrants
15) Hospitalized
16) Persons in Nursing Homes
17) Persons in Residential Training Schools
18) Inmates of Correctional Institutions
19) Physically Handicapped
20) Aged

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[1] TM-4835/003/00, Progress Report, LSCA Project: Survey of Individual Projects, 17 January 1973.

[2] Inspection of the Q-2 Questionnaire (Appendix A) will reveal there is a flaw in the design of question 9, which asks, for which special clienteles was the project established. Both "Spanish-Speaking" and "Asian-Americans" are general categories that include the more specific categories (e.g. Mexican Americans) for which information was sought. This introduced understandable confusion, which took great effort to untangle while transcribing the data for keypunching. Categories 3 and 7, and 8 and 12, are, therefore, identical pairs and have been so treated in the tables.

To these were added:

21) Disadvantaged Blacks and Disadvantaged Whites
22) Physically Handicapped and Aged
23) Hospitalized, and Persons in Nursing Homes or Extended-care Facilities
24) Hospitalized, Persons in Nursing Homes or Extended-care Facilities, Physically Handicapped, and Aged

To account for the remaining projects--those that did not serve one of the original 20 groups or one of the four unique combinations--seven other classifications were added. These are:

25) Disadvantaged, including any combination of the first 14 groups but excluding combination (21) above.
26) Institutionalized, including any combination of hospitalized, persons in nursing homes, persons in residential training schools, and persons in correctional facilities.
27) Combinations of disadvantaged and institutionalized, excluding combinations (22) and (26).
28) Combinations of disadvantaged and handicapped, excluding combinations (23), 24), (26), and (27).[1]
29) Combinations of institutionalized and handicapped, excluding combinations (27) and (28).
30) Combinations of disadvantaged, institutionalized, and handicapped, excluding any prior combination.[1]
31) All other projects not included in (1) through (30).

The data contained in Tables IV B.9 to IV B.38 are based upon 1003 cases of the 1235 returns. This is because some questionnaires were not sufficiently complete or contained inadequate descriptions of the clienteles served. A good description was fundamental to the generation of the tables. The project budget did not allow for follow-up on incomplete forms.[2] Even so, the valid response rate was 60%, which can be considered satisfactory.

2.4 Summary of Project Characteristics

Table IV B.9 summarizes the basic characteristics of the operational projects. The ordinate of the table displays the 29 clientele groups--their characteristics are contained in the abscissa. One major finding is that most projects serve combinations of two or more special clientele groups. This finding necessitated the expansion of categories beyond the original 20, as has been explained. It also accounts for the small numbers and zeros associated with

[1] Subsequently it was determined that this category was not needed, but it remains in the tables.

[2] The most frequent reason for nonresponse or incomplete forms was, "project just getting started," or words to that effect. The only meaningful follow-up would have been months later.

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Table IV B.9. Project Characteristics - Sums & Means by Special Clientele Group (Operational Projects Only), as Derived from Q-2*.

SPECIAL CLIENTELE GROUP	NO. OF PROJECTS	MEAN NO. OF LOCATIONS	MEAN NOS. OF OPERATION	MEAN TARGET GROUP SIZE	LOCATION OF GROUPS URBAN	SUBURBAN	RURAL	INSTN.	OTHER	USER CHARACTERISTICS PRFSCHOL	AGE 16-14	15-24	25-64	65+	SEX M	F
1) DISADVANTAGED BLACKS	37	9	23	56234	80%	9%	11%	0%	0%	21%	38%	21%	16%	4%	59%	41%
2) DISADVANTAGED WHITES	11	23	21	92714	31%	0%	54%	8%	8%	29%	31%	18%	18%	9%	64%	36%
3) MEXICAN-AMERICANS	10	2	33	10115	40%	0%	53%	0%	7%	34%	23%	17%	18%	10%	54%	46%
4) CUBANS	1	1	14	9000	100%	0%	0%	0%	0%	11%	27%	20%	40%	2%	75%	25%
5) PUERTO RICANS	4	3	14	7333	75%	50%	0%	25%	0%	7%	48%	18%	25%	2%	55%	45%
6) OTHER SPANISH-SPEAKING	2	2	10	92000	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
7) CHINESE	0	0	0	0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
8) JAPANESE	0	0	0	0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9) FILIPINOS	0	0	0	0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
10) OTHER ASIAN-AMERICANS	0	0	0	0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
11) AMERICAN INDIANS	10	1	37	2718	20%	0%	80%	0%	0%	15%	22%	25%	21%	5%	55%	45%
12) MIGRANTS	1	3	12	40000	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%
13) HOSPITALIZED	32	3	56	1484	0%	0%	100%	0%	0%	1%	6%	22%	55%	11%	43%	57%
14) PERSONS IN NURSING HOMES	28	3	40	2211	17%	0%	83%	0%	0%	6%	9%	6%	18%	66%	43%	57%
15) PERSONS IN TRAINING SCLS	24	2	37	3657	14%	0%	86%	0%	0%	3%	30%	43%	18%	7%	60%	40%
16) INMATES	17	4	58	5841	5%	0%	22%	0%	73%	0%	9%	10%	54%	25%	57%	43%
17) PHYSICALLY HANDICAPPED	64	6	52	24249	22%	10%	14%	0%	8%	0%	6%	55%	36%	1%	18%	82%
18) AGED	34	3	17	26818	72%	0%	28%	0%	4%	2%	11%	15%	31%	39%	56%	44%
19) DISADV BLACKS AND WHITES	151	6	23	64975	43%	7%	38%	8%	4%	22%	30%	20%	21%	8%	74%	26%
20) OTHR COMBINATIONS OF DISV	54	4	15	45454	52%	2%	30%	0%	15%	30%	19%	12%	27%	7%	60%	38%
21) PERSONS IN HOSPS, & NURSES	4	10	117	1038	0%	0%	0%	100%	0%	3%	9%	10%	54%	25%	57%	43%
22) OTHER INSTIT COMBINATIONS	109	6	36	109582	21%	4%	44%	23%	5%	16%	18%	19%	31%	18%	59%	41%
23) HANDICAPPED AND AGED	43	6	25	13237	35%	10%	10%	6%	24%	4%	7%	8%	24%	59%	66%	35%
24) HOSP, NURS, HNDCAP, AGED	7	1	16	14143	33%	0%	17%	33%	17%	7%	14%	6%	23%	51%	58%	42%
25) DISV. AND INSTITUT.	15	11	35	18142	0%	7%	29%	57%	7%	3%	13%	21%	54%	9%	40%	60%
26) DISV. AND HANDICAPPED	0	0	0	0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
27) INSTIT AND HANDICAPPED	56	13	44	13037	7%	2%	15%	61%	15%	4%	12%	12%	32%	37%	53%	44%
28) DISV, INSTIT, HNDCP.	0	0	0	0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
29) ALL OTHERS	17	3	24	123571	17%	17%	17%	50%	0%	10%	24%	47%	29%	8%	49%	51%

* Due to roundings, percentage totals may not always equal 100.

Total Operational Projects: 771
Total Terminated or Planned: 232
Grand Total: 1003

some of the original special clientele groupings, all of which were left in the listings of groups. Thus, the attempt to classify projects in terms of the special categories in the Request for Proposal, or developed earlier during the course of this study, is invalid. The fact that no projects are shown specifically for Asian Americans does not mean that there are no library services provided under LSCA to Asian Americans. Asian Americans were included with larger, mixed groups of people. However, one may hypothesize that this particular group has received inadequate attention.[1]

The data (Table IV B.9) contained in the columns labeled "number of locations," "months of operation" and "target group size" are mean data. In most instances the means were appropriate measures of central tendency. However, in a few instances, because of the wide distributions, the mean may not quite be representative. For example, the mean number of project locations for disadvantaged whites may reflect a distortion, since only one city having many paperback racks counted as "locations" would skew the data. For example, suppose there were 10 projects serving disadvantaged whites and that the following represented the "number of locations" per project:

Project	# of Locations
A	7
B	12
C	3
D	2
E	1
F	8
G	7
H	6
I	5
J	3

The mean number of locations would be 5.4. But suppose project G had had 30 paperback racks in addition to the seven more substantial locations. The mean would then become 8.4, substantially distorting the true situation. On the other hand, the mean for the combination of "institutionalized and handicapped" represents the fact that many of these projects operate from a central facility and serve a dozen or so other locations. In general, there is relatively little skew in the distribution, and the mean is a good estimate of the number of locations served per project.

Target group size is similarly subject to skewed distributions for certain special clientele groups. Since these figures are, usually, estimates of the population that the librarian would like to serve (i.e., the total population

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[1] Note that one project serving Asian Americans was identified in the "late" returns (Section IV B2.6.).

of the target group), their interpretation should be limited to the relative values of the numbers. A precaution that should be taken in interpreting the mean target group size is to relate that figure to the number of projects from which the mean was derived. For example, in the case of the physically handicapped there were 64 projects; the mean of over 24,000 represents a reasonable estimate of the target group for such projects. On the other hand, the mean of 92,000 for 2 Spanish-speaking projects may or may not reflect the actual target-group size for any other projects serving the same clientele group.[1]

We had expected that the lion's share of the projects would be located in urban centers, but the projects are about evenly divided between urban and the combination of suburban and rural. The apparent anomaly of certain institutional projects indicating that they were located in urban or suburban or rural locations, rather than institutional locations, stems from the misinterpretation of the data required in the question asking about location. However, the location with respect to urban, suburban, and rural is of interest only as it applied to disadvantaged and combination groups, not to institutionalized or handicapped.

User characteristics must be considered as relative only, since few projects keep any accurate statistics in this regard. While borrower registration may indicate juvenile or adult status, the breakdown into the age groups shown can only be the result of guesswork. An apparent anomaly is the indication that for projects serving the aged, 4% of the users are preschoolers, 6% are in the six-to-fourteen-year-old group, etc. An examination of the returned questionnaires shows that respondents did, in fact, indicate such apparently illogical figures. A possible interpretation is that irrespective of the target groups of most projects, people of all ages will make use of them.[2]

The distribution of projects by clientele type, by state within each of the HEW regions is shown in Tables IV B.10 to IV B.19. One or two factors will help the reader to understand the content of those tables. First, the definition of the term "project" varies considerably from state to state. Thus in Texas, there is considerable fractionation in what is known as "projects" and there are a large number of projects reported. A somewhat similar phenomenon occurs in Georgia. Conversely, some states such as Washington have a few highly concentrated projects that serve large numbers of people. This was also true in some other states, such as Kentucky and Maine. However, it must be remembered that the number of projects reported as operational is based upon usable records. This represents approximately 60% of the total number of projects identified, and the distribution

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[1] In fact, based upon our site visit experience, the mean of 92,000 is, without doubt, too high.

[2] This hypothesis was verified by telephone at one project (e.g. large print books purchased for children are frequently used by the aged).

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Table IV B.10. Count of Projects by Clienteles Served - Region 1.

CLIENTELE TYPE	CT	MA	ME	NH	RI	VT
DISADVANTAGED BLACKS	0	0	0	0	0	0
DISADVANTAGED WHITES	0	0	0	1	0	0
MEXICAN-AMERICANS	0	0	0	0	0	0
CUBANS	0	0	0	0	0	0
PUERTO RICANS	0	1	0	0	0	1
OTHER SPANISH-SPEAKING	0	0	0	0	0	0
CHINESE	0	0	0	0	0	0
JAPANESE	0	0	0	0	0	0
FILIPINOS	0	0	0	0	0	0
OTHER ASIAN-AMERICANS	0	0	0	0	0	0
AMERICAN INDIANS	0	0	0	0	0	0
MIGRANTS	0	0	0	0	0	0
HOSPITALIZED	0	2	0	0	0	0
PERSONS IN NURSING HOMES	0	2	0	0	0	0
PERSONS IN TRAINING SCLS	1	2	0	0	3	0
INMATES	2	1	0	0	1	0
PHYSICALLY HANDICAPPED	1	2	1	1	6	1
AGED	0	0	0	0	2	0
DISADV BLACKS AND WHITES	2	3	0	0	0	2
OTHR COMBINATIONS OF DISV	0	0	0	0	4	0
PERSONS IN HOSPS, N HOMES	0	0	0	0	0	0
OTHER INSTIT COMBINATIONS	2	3	0	0	2	1
HANDICAPPED AND AGED	0	3	0	0	2	0
HOSP, NURS, HNDCAP, AGED	0	0	0	0	1	0
DISV. AND INSTITUT.	0	2	0	0	0	0
DISV. AND HANDICAPPED	0	0	0	0	0	0
INSTIT AND HANDICAPPED	6	3	0	1	1	5
DISV, INSTIT, HNDCP.	0	0	0	0	0	0
ALL OTHERS	0	0	0	0	0	0
TOTALS:	14	24	1	3	22	10

Table IV B.11. Count of Projects by Clienteles Served - Region 2.

CLIENTELE TYPE	NJ	NY
DISADVANTAGED BLACKS	7	2
DISADVANTAGED WHITES	0	0
MEXICAN-AMERICANS	0	0
CUBANS	0	0
PUERTO RICANS	1	0
OTHER SPANISH-SPEAKING	0	0
CHINESE	0	0
JAPANESE	0	0
FILIPINOS	0	0
OTHER ASIAN-AMERICANS	0	0
AMERICAN INDIANS	0	0
MIGRANTS	0	0
HOSPITALIZED	0	1
PERSONS IN NURSING HOMES	2	0
PERSONS IN TRAINING SCLS	0	0
INMATES	4	7
PHYSICALLY HANDICAPPED	1	0
AGED	0	0
DISADV BLACKS AND WHITES	1	8
OTHR COMBINATIONS OF DISV	6	0
PERSONS IN HOSPS, N HOMES	0	2
OTHER INSTIT COMBINATIONS	4	6
HANDICAPPED AND AGED	1	1
HOSP, NURS, HNDCAP, AGED	0	0
DISV. AND INSTITUT.	1	0
DISV. AND HANDICAPPED	0	0
INSTIT AND HANDICAPPED	1	0
DISV, INSTIT, HNDCP.	0	0
ALL OTHERS	2	1
TOTALS:	31	28

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Table IV B.12. Count of Projects by Clienteles Served - Region 3.

CLIENTELE TYPE	DC	DE	MD	PA	VA	WV
DISADVANTAGED BLACKS	2	0	3	3	1	0
DISADVANTAGED WHITES	0	0	1	2	2	0
MEXICAN-AMERICANS	0	0	0	0	0	0
CUBANS	0	0	0	0	0	0
PUERTO RICANS	0	0	0	0	0	0
OTHER SPANISH-SPEAKING	0	0	1	0	0	0
CHINESE	0	0	0	0	0	0
JAPANESE	0	0	0	0	0	0
FILIPINOS	0	0	0	0	0	0
OTHER ASIAN-AMERICANS	0	0	0	0	0	0
AMERICAN INDIANS	0	0	0	0	0	0
MIGRANTS	0	0	0	0	0	0
HOSPITALIZED	0	0	0	0	2	0
PERSONS IN NURSING HOMES	0	0	0	0	3	0
PERSONS IN TRAINING SCLS	0	0	0	0	1	0
INMATES	1	0	0	1	3	0
PHYSICALLY HANDICAPPED	2	1	0	2	2	2
AGED	0	0	0	0	1	0
DISADV BLACKS AND WHITES	1	0	0	5	6	0
OTHR COMBINATIONS OF DISV	2	0	0	1	0	0
PERSONS IN HOSPS, N HOMES	0	0	0	0	0	0
OTHER INSTIT COMBINATIONS	2	0	5	6	5	0
HANDICAPPED AND AGED	0	0	1	1	4	0
HOSP, NURS, HNDCAP, AGED	0	0	0	0	0	0
DISV. AND INSTITUT.	0	0	0	0	2	0
DISV. AND HANDICAPPED	0	0	0	0	0	0
INSTIT AND HANDICAPPED	0	0	0	0	1	1
DISV, INSTIT, HNDCP.	0	0	0	0	0	0
ALL OTHERS	1	0	3	1	1	0
TOTALS:	11	1	14	22	34	3

Table IV B.13. Count of Projects by Clienteles Served - Region 4.

CLIENTELE TYPE	AL	FL	GA	KY	MS	NC	SC	TN
DISADVANTAGED BLACKS	1	1	5	0	1	2	6	1
DISADVANTAGED WHITES	0	3	2	0	0	1	0	0
MEXICAN-AMERICANS	1	0	0	0	0	0	0	0
CUBANS	0	1	0	0	0	0	0	0
PUERTO RICANS	0	0	0	0	0	0	0	0
OTHER SPANISH-SPEAKING	0	0	0	0	0	0	0	0
CHINESE	0	0	0	0	0	0	0	0
JAPANESE	0	0	0	0	0	0	0	0
FILIPINOS	0	0	0	0	0	0	0	0
OTHER ASIAN-AMERICANS	0	0	0	0	0	0	0	0
AMERICAN INDIANS	0	0	0	0	0	0	0	0
MIGRANTS	0	0	0	0	0	0	0	0
HOSPITALIZED	0	4	0	0	0	5	1	1
PERSONS IN NURSING HOMES	0	0	0	0	0	1	2	0
PERSONS IN TRAINING SCLS	0	1	2	0	0	1	2	0
INMATES	2	5	3	0	0	2	0	0
PHYSICALLY HANDICAPPED	1	1	2	1	1	2	2	1
AGED	1	2	0	0	0	0	0	0
DISADV BLACKS AND WHITES	3	3	25	1	2	6	9	3
OTHR COMBINATIONS OF DISV	1	1	0	0	0	0	1	0
PERSONS IN HOSPS, N HOMES	0	0	0	0	0	0	0	0
OTHER INSTIT COMBINATIONS	7	2	15	0	1	3	1	1
HANDICAPPED AND AGED	0	0	1	0	1	0	1	0
HOSP, NURS, HNDCAP, AGED	1	0	2	0	0	0	0	0
DISV. AND INSTITUT.	0	0	0	0	0	0	0	0
DISV. AND HANDICAPPED	0	0	0	0	0	0	0	0
INSTIT AND HANDICAPPED	2	5	4	0	0	1	0	0
DISV, INSTIT, HNDCP.	0	0	0	0	0	0	0	0
ALL OTHERS	1	0	1	0	0	0	1	0
TOTALS:	21	29	62	2	6	24	26	7

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Table IV B.14. Count of Projects by Clienteles Served - Region 5.

CLIENTELE TYPE	IL	IN	MI	MN	OH	WI
DISADVANTAGED BLACKS	5	4	C	0	1	0
DISADVANTAGED WHITES	0	0	0	0	0	0
MEXICAN-AMERICANS	0	0	0	0	0	0
CUBANS	0	0	0	0	0	0
PUERTO RICANS	0	0	0	0	1	0
OTHER SPANISH-SPEAKING	0	0	0	0	1	0
CHINESE	0	0	0	0	0	0
JAPANESE	0	0	0	0	0	0
FILIPINOS	0	0	0	0	0	0
OTHER ASIAN-AMERICANS	0	0	0	0	0	0
AMERICAN INDIANS	0	0	0	1	1	1
MIGRANTS	0	0	0	0	0	0
HOSPITALIZED	0	0	0	1	7	2
PERSONS IN NURSING HOMES	0	1	0	1	1	1
PERSONS IN TRAINING SCLS	0	0	0	0	0	4
INMATES	1	0	0	0	6	6
PHYSICALLY HANDICAPPED	1	7	2	1	0	1
AGED	0	0	1	0	3	2
DISADV BLACKS AND WHITES	2	10	3	0	8	2
OTHR COMBINATIONS OF DISV	1	1	3	0	2	3
PERSONS IN HOSPS, N HOMES	0	0	0	0	2	0
OTHER INSTIT COMBINATIONS	0	0	0	4	3	1
HANDICAPPED AND AGED	0	0	0	0	2	1
HOSP, NURS, HNDCAP, AGED	0	1	2	0	0	0
DISV. AND INSTITUT.	0	0	0	0	0	0
DISV. AND HANDICAPPED	0	0	0	0	0	0
INSTIT AND HANDICAPPED	1	7	2	1	1	0
DISV, INSTIT, HNDCP.	0	0	0	0	0	0
ALL OTHERS	0	5	1	5	2	0
TOTALS:	11	36	14	14	41	24

Table IV B.15. Count of Projects by Clienteles Served - Region 6.

CLIENTELE TYPE	AR	LA	NM	OK	TX
DISADVANTAGED BLACKS	0	0	0	0	3
DISADVANTAGED WHITES	1	0	0	1	1
MEXICAN-AMERICANS	0	0	4	0	9
CUBANS	0	0	0	0	0
PUERTO RICANS	0	0	0	0	0
OTHER SPANISH-SPEAKING	0	1	0	0	2
CHINESE	0	0	0	0	0
JAPANESE	0	0	0	0	1
FILIPINOS	0	0	0	0	0
OTHER ASIAN-AMERICANS	0	0	0	0	0
AMERICAN INDIANS	0	0	0	2	0
MIGRANTS	0	0	0	0	1
HOSPITALIZED	1	0	0	2	4
PERSONS IN NURSING HOMES	4	0	0	4	5
PERSONS IN TRAINING SCLS	4	0	0	0	6
INMATES	3	2	0	1	1
PHYSICALLY HANDICAPPED	0	1	0	2	2
AGED	3	0	0	4	17
DISADV BLACKS AND WHITES	9	3	0	4	43
OTHR COMBINATIONS OF DISV	0	0	1	1	33
PERSONS IN HOSPS, N HOMES	0	0	0	0	0
OTHER INSTIT COMBINATIONS	7	0	1	4	18
HANDICAPPED AND AGED	3	0	0	2	8
HOSP, NURS, HNDCAP, AGED	1	0	0	0	2
DISV. AND INSTITUT.	2	0	0	0	0
DISV. AND HANDICAPPED	0	0	0	0	0
INSTIT AND HANDICAPPED	1	0	0	0	6
DISV, INSTIT, HNDCP.	0	0	0	0	0
ALL OTHERS	1	0	0	0	15
TOTALS:	40	7	6	27	177

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Table IV B.16. Count of Projects by Clienteles Served - Region 7.

CLIENTELE TYPE	IA	KS	MO	NB
DISADVANTAGED BLACKS	0	0	2	0
DISADVANTAGED WHITES	1	0	0	0
MEXICAN-AMERICANS	0	1	0	0
CUBANS	0	0	0	0
PUERTO RICANS	0	0	0	0
OTHER SPANISH-SPEAKING	0	0	0	0
CHINESE	0	0	0	0
JAPANESE	0	0	0	0
FILIPINOS	0	0	0	0
OTHER ASIAN-AMERICANS	0	0	0	0
AMERICAN INDIANS	1	2	0	0
MIGRANTS	0	0	0	0
HOSPITALIZED	0	0	0	0
PERSONS IN NURSING HOMES	0	0	0	0
PERSONS IN TRAINING SCLS	0	0	0	0
INMATES	0	1	0	0
PHYSICALLY HANDICAPPED	0	2	3	1
AGED	1	0	1	0
DISADV BLACKS AND WHITES	1	0	0	4
OTHR COMBINATIONS OF DISV	1	2	0	1
PERSONS IN HOSPS, N HOMES	0	0	0	0
OTHER INSTIT COMBINATIONS	2	1	2	7
HANDICAPPED AND AGED	1	1	0	1
HOSP, NURS, HNDCAP, AGED	0	0	0	0
DISV. AND INSTITUT.	2	0	0	1
DISV. AND HANDICAPPED	0	0	0	0
INSTIT AND HANDICAPPED	1	0	2	0
DISV, INSTIT, HNDCP.	0	0	0	0
ALL OTHERS	0	2	0	1
TOTALS:	11	12	10	16

Table IV B.17. Count of Projects by Clienteles Served - Region 8.

CLIENTELE TYPE	CO	MT	ND	UT	WY	[illegible]
DISADVANTAGED BLACKS	0	0	1	0	0	0
DISADVANTAGED WHITES	1	0	0	0	0	0
MEXICAN-AMERICANS	1	0	0	0	0	0
CUBANS	0	0	0	0	0	0
PUERTO RICANS	0	0	0	0	0	0
OTHER SPANISH-SPEAKING	0	0	0	0	0	0
CHINESE	0	0	0	0	0	0
JAPANESE	0	0	0	0	0	0
FILIPINOS	0	0	0	0	0	0
OTHER ASIAN-AMERICANS	0	0	0	0	0	0
AMERICAN INDIANS	0	0	2	0	0	0
MIGRANTS	1	0	0	0	0	0
HOSPITALIZED	0	0	0	1	0	0
PERSONS IN NURSING HOMES	2	0	0	0	0	0
PERSONS IN TRAINING SCLS	1	0	0	0	0	0
INMATES	3	0	0	2	0	0
PHYSICALLY HANDICAPPED	5	1	2	0	1	0
AGED	1	0	0	0	0	0
DISADV BLACKS AND WHITES	3	1	0	0	0	0
OTHR COMBINATIONS OF DISV	6	0	0	0	1	0
PERSONS IN HOSPS, N HOMES	0	0	0	0	0	0
OTHER INSTIT COMBINATIONS	0	0	0	0	1	1
HANDICAPPED AND AGED	1	0	0	0	0	0
HOSP, NURS, HNDCAP, AGED	0	0	0	0	0	0
DISV. AND INSTITUT.	2	0	0	1	0	0
DISV. AND HANDICAPPED	0	0	0	0	0	0
INSTIT AND HANDICAPPED	9	0	2	1	0	0
DISV, INSTIT, HNDCP.	0	0	0	0	0	0
ALL OTHERS	1	0	0	0	0	0
TOTALS:	37	2	7	5	3	1

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Table IV B.18. Count of Projects by Clienteles Served - Region 9.

CLIENTELE TYPE	AZ	CA	GU	HI	NV	SA	TT
DISADVANTAGED BLACKS	0	2	0	0	0	0	0
DISADVANTAGED WHITES	0	0	0	0	0	0	0
MEXICAN-AMERICANS	0	1	0	0	0	0	0
CUBANS	0	0	0	0	0	0	0
PUERTO RICANS	0	0	0	0	0	0	0
OTHER SPANISH-SPEAKING	0	0	0	0	0	0	0
CHINESE	0	0	0	0	0	0	0
JAPANESE	0	0	0	0	0	0	0
FILIPINOS	0	0	0	0	0	0	0
OTHER ASIAN-AMERICANS	0	0	0	0	0	0	0
AMERICAN INDIANS	1	0	0	0	1	0	0
MIGRANTS	0	0	0	0	0	0	0
HOSPITALIZED	0	3	0	0	0	0	0
PERSONS IN NURSING HOMES	0	0	0	0	0	0	0
PERSONS IN TRAINING SCLS	0	0	0	0	0	0	1
INMATES	0	4	0	0	1	0	0
PHYSICALLY HANDICAPPED	1	1	0	0	1	0	0
AGED	0	1	0	0	1	0	0
DISADV BLACKS AND WHITES	1	1	0	0	3	7	3
OTHR COMBINATIONS OF DISV	0	3	0	0	2	0	0
PERSONS IN HOSPS, N HOMES	0	0	0	0	0	0	0
OTHER INSTIT COMBINATIONS	5	5	4	1	0	0	0
HANDICAPPED AND AGED	3	4	0	1	1	0	0
HOSP, NURS, HNDCAP, AGED	0	0	0	0	0	0	0
DISV. AND INSTITUT.	0	1	0	0	1	0	0
DISV. AND HANDICAPPED	0	0	0	0	0	0	0
INSTIT AND HANDICAPPED	0	0	0	0	3	0	0
DISV, INSTIT, HNDCP.	0	0	0	0	0	0	0
ALL OTHERS	0	2	0	0	0	1	0
TOTALS:	11	28	4	2	14	8	4

Table IV B.19. Count of Projects by Clienteles Served - Region 10.

CLIENTELE TYPE	ID	OR	WA
DISADVANTAGED BLACKS	0	0	1
DISADVANTAGED WHITES	1	1	0
MEXICAN-AMERICANS	3	0	1
CUBANS	0	0	0
PUERTO RICANS	0	0	0
OTHER SPANISH-SPEAKING	0	0	0
CHINESE	0	0	0
JAPANESE	0	0	0
FILIPINOS	0	0	0
OTHER ASIAN-AMERICANS	0	0	0
AMERICAN INDIANS	2	0	0
MIGRANTS	0	1	0
HOSPITALIZED	0	0	0
PERSONS IN NURSING HOMES	2	0	0
PERSONS IN TRAINING SCLS	0	0	0
INMATES	3	0	0
PHYSICALLY HANDICAPPED	3	4	0
AGED	0	0	0
DISADV BLACKS AND WHITES	2	1	0
OTHR COMBINATIONS OF DISV	0	0	0
PERSONS IN HOSPS, N HOMES	1	0	0
OTHER INSTIT COMBINATIONS	0	2	1
HANDICAPPED AND AGED	1	0	0
HOSP, NURS, HNDCAP, AGED	0	0	0
DISV. AND INSTITUT.	0	0	1
DISV. AND HANDICAPPED	0	0	0
INSTIT AND HANDICAPPED	2	0	2
DISV, INSTIT, HNDCP.	0	0	0
ALL OTHERS	0	1	0
TOTALS:	20	10	6

of returns was uneven from state to state. In some instances, virtually all of the questionnaires were returned from a given state, whereas in other cases, there was a large discrepancy between the number of questionnaires sent and the number returned.[1] The number returned are shown as totals at the bottom of the columns for each state. Table IV B.20 compares the number returned with the number of projects identified in each state by the state library in the Q-1 returns.

2.5 Detailed Information About the Projects

Tables IV B.21, 22, 24 and 25 present data in the same format as the earlier tables, i.e., in terms of the 29 special clientele groups. Project staffing is shown in Table IV B.21. Note that most projects had very few paid staff members (the data in Table IV B.21 is mean data) and that many projects relied upon volunteers to help complete their staffing requirements. The data in Table IV B.21 does not really present a true picture of the volunteer situation, since a number of respondents failed to indicate a precise number, but wrote in phrases such as: "number varies," or "as many as possible," etc. This happened frequently enough to indicate that use of volunteers is fairly widespread, although the numbers are not known precisely. Also, most projects did not not have full-time administration, or in a few cases even full-time librarians. Some types of projects apparently run without any direct administration, although this indication is probably due to a misinterpretation of the question concerning project personnel.

Fiscal data were collected for the current fiscal year and these data are presented in Table IV B.22. The table indicates the total funds received for each of the special clientele groups and the mean percentage by the source of funds, i.e., LSCA, other federal, state, etc. These data are comparable to the data collected from the Q-1 survey[2] in that they show more than half of the support comes from the federal government, and most of that from LSCA. From Q-1 the figures were 43% LSCA and 6% Other Federal. From Q-2 the figures are 57% LSCA and 6% Other Federal. Similarly, the distribution of funds by project classification was somewhat the same in Q-1 and Q-2, although the percent for combinations was surprisingly low. (See Table IV B.23.)

Table IV B.24 depicts the types of materials provided by the projects serving special clienteles. It also displays the average (Mean) monthly circulation and the average (Mean) number of users per project. Finally, it indicates what percentage of the projects conduct special events such as coffee hours or social get-togethers. As might well be expected, most projects provide both fiction and non-fiction books. The supply of ethnic materials appears to be relevant to the clientele groups served, for example, 89% of the projects serving disadvantaged Blacks and 90% of those serving American Indians provide ethnic

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[1] and usable

[2] See Section IV B.1

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Table IV B.20. Number of Responses to Q-2 vs. Number of Projects Identified by State Agency (Q-1)

Region	State	Number of Projects Identified*	Number of Valid Responses (Q-2)
1	CT	17	14
	MA	41	24
	ME	3	1
	NH	3	3
	RI	22	22
	VT	12	10
2	NJ	42	31
	NY	46	28
3	DC	18	11
	DE	30	1
	MD	50	14
	PA	42	22
	VA	50	34
	WV***	2	3
4	AL	32	21
	FL	43	29
	GA	72	62
	KY	4	2
	MS***	5	6
	NC	38	24
	SC	39	26
	TN	9	7
5	IL	16	11
	IN	40	36
	MI***	2	14
	MN	24	14
	OH	66	41
	WI	35	24
6	AR	43	40
	LA	13	7
	NM	13	6
	OK	59	27
	TX	274	177
7	IA	12	11
	KS	29	12
	MO	10	10
	NB	16	16
8**	CO	48	37
	MT	4	2
	ND	7	7
	SD	0	1
	UT	14	5
	WY	3	3
9	AZ	20	11
	CA	38	28
	GU	7	4
	HI	24	2
	NV	23	14
	SA	8	8
	TT	5	4
10	ID	24	20
	OR	12	10
	WA	12	6

*TM-4835/001/02, Progress Report, LSCA Project: Survey of State and Territory Library Agencies, 11 December 1972.

**No response to Q-1 was received from South Dakota and only one Q-2 was returned.

***Note that more responses were received from Q-2 than had been identified by the State Library.

Table IV B-21. Project Staffing (Operational Projects Only) (Means), as Derived from Q-2.

SPECIAL CLIENTELE GROUP	NO. OF PROJCTS	FULL-TIME ADMIN	FULL-TIME LIBRNS	FULL-TIME OTH PROF	FULL-TIME CLERICAL	FULL-TIME OTHERS	PART-TIME ADMIN	PART-TIME LIBRNS	PART-TIME OTH PROF	PART-TIME CLERICAL	PART-TIME OTHERS	VOLUNTEERS
DISADVANTAGED BLACKS	37	0	1	1	3	2	1	3	0	3	2	6
DISADVANTAGED WHITES	13	1	6	0	12	1	1	5	0	2	1	37
MEXICAN-AMERICANS	18	1	1	1	1	2	0	1	0	1	3	7
CUBANS	1	0	0	0	1	1	0	0	0	2	2	0
PUERTO RICANS	4	0	1	0	1	1	1	2	0	1	0	0
OTHER SPANISH-SPEAKING	2	0	1	0	1	2	3	5	0	0	0	0
CHINESE	0	0	0	0	0	0	0	0	0	0	0	0
JAPANESE	0	0	0	0	0	0	0	0	0	0	0	0
FILIPINOS	0	0	0	0	0	0	0	0	0	0	0	0
OTHER ASIAN-AMERICANS	0	0	0	0	0	0	0	0	0	0	0	0
AMERICAN INDIANS	10	1	0	1	0	1	1	1	0	1	2	13
MIGRANTS	1	0	0	0	0	0	0	0	0	1	0	0
HOSPITALIZED	32	0	1	0	0	1	1	0	0	0	0	6
PERSONS IN NURSING HOMES	28	0	1	1	1	0	1	1	0	1	1	8
PERSONS IN TRAINING SCLS	24	0	6	0	0	0	2	1	0	1	0	4
INMATES	47	0	1	0	1	0	1	2	2	0	0	5
PHYSICALLY HANDICAPPED	64	1	1	0	4	1	1	2	0	2	0	43
AGED	34	0	1	1	1	2	1	1	0	1	2	10
DISADV BLACKS AND WHITES	151	0	1	1	1	1	1	2	1	2	1	14
OTHR COMBINATIONS OF DISV	54	1	1	2	1	1	1	1	1	1	1	7
PERSONS IN HOSPS, N HOMES	4	0	1	0	2	1	3	0	41	1	1	12
OTHER INSTIT COMBINATIONS	109	0	2	0	1	0	1	2	1	2	2	21
HANDICAPPED AND AGED	43	0	1	0	1	2	1	1	1	1	2	23
HOSP, NURS, HNDCAP, AGED	7	0	1	0	0	0	0	1	1	1	0	3
DISV. AND INSTITUT.	15	0	1	0	1	1	0	2	0	1	1	5
DISV. AND HANDICAPPED	0	0	0	0	0	0	0	0	0	0	0	0
INSTIT AND HANDICAPPED	56	1	3	1	5	1	3	5	3	2	3	12
DISV, INSTIT, HNDCP.	0	0	0	0	0	0	0	0	0	0	0	0
ALL OTHERS	17	0	1	0	1	1	0	1	1	1	2	5

ADMIN = Administrators

OTH PROF = Other professionals (non-librarians)

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Table IV B.22. Fund Source by Percent (Operational Projects Only), as Derived from Q-2.

SPECIAL CLIENTELE GROUP	NO. OF PROJCTS	MEAN PERCENTAGE FUNDED BY: LSCA	OTH FEDERAL	STATE	COUNTY	MUNICIPAL	PRIV SRCS	OTH SOURCES	TOTAL FUNDS ($)
DISADVANTAGED BLACKS	37	60.08	11.68	4.63	8.51	12.20	0.00	2.25	2509033
DISADVANTAGED WHITES	13	58.75	0.00	15.41	13.33	12.50	0.00	0.00	441694
MEXICAN-AMERICANS	18	46.69	9.92	13.92	0.00	22.07	0.84	0.38	3306680
CUBANS	1	100.00	0.00	0.00	0.00	0.00	0.00	0.00	77700
PUERTO RICANS	4	35.00	25.00	0.00	0.00	15.00	25.00	0.00	65979
OTHER SPANISH-SPEAKING	2	0.00	0.00	0.00	30.00	0.00	0.00	70.00	500
CHINESE	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0
JAPANESE	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0
FILIPINOS	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0
OTHER ASIAN-AMERICANS	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0
AMERICAN INDIANS	10	72.30	3.30	0.00	8.00	10.00	0.00	6.20	1963959
MIGRANTS	1	50.00	0.00	50.00	0.00	0.00	0.00	0.00	244
HOSPITALIZED	32	33.03	6.82	51.34	0.00	3.45	0.72	3.79	485779
PERSONS IN NURSING HOMES	28	33.78	15.65	16.78	17.73	12.60	0.00	3.26	236615
PERSONS IN TRAINING SCLS	24	42.41	12.95	38.79	1.13	0.83	0.04	4.16	397200
INMATES	47	58.92	4.50	30.57	24.25	4.00	2.50	6.57	602816
PHYSICALLY HANDICAPPED	64	54.50	1.17	27.73	4.27	6.48	4.91	0.02	1927322
AGED	34	40.23	6.73	3.27	17.07	20.73	2.03	7.30	523987
DISADV BLACKS AND WHITES	151	60.68	7.93	12.17	9.07	10.88	0.31	1.68	4580662
OTHR COMBINATIONS OF DISV	54	70.76	4.63	4.43	0.54	10.67	1.37	0.87	1721577
PERSONS IN HOSPS, N HOMES	4	93.50	0.00	6.00	0.00	0.00	0.00	0.00	59113
OTHER INSTIT COMBINATIONS	109	58.19	5.20	17.51	8.11	14.41	0.51	0.82	4395241
HANDICAPPED AND AGED	43	48.95	4.73	13.63	12.12	12.19	0.73	5.12	1182585
HOSP, NURS, HNDCAP, AGED	7	46.66	0.00	3.33	30.00	0.00	0.00	20.00	36232
DISV. AND INSTITUT.	15	46.54	6.81	23.09	10.45	6.81	0.00	6.00	612944
DISV. AND HANDICAPPED	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0
INSTIT AND HANDICAPPED	56	49.58	0.95	30.34	4.68	8.94	1.70	1.50	1623131
DISV, INSTIT, HNDCP.	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0
ALL OTHERS	17	55.00	6.00	14.50	4.00	11.00	0.00	9.70	237483

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Table IV B.23. Comparison of Distribution of LSCA Funds by Project Classification (Operational Projects Only).

Clientele	Reported by State Agency (Q-1)	Reported by Project Directors (Q-2)
Disadvantaged	36%	54%
Institutionalized	8%	23%
Handicapped	10%	14%
Combinations	46%	9%

Table IV B.24. Types of Library Materials Used (Operational Projects Only), as Derived from Q-2.

SPECIAL CLIENTELE GROUP	NO. OF PROJECTS	PERCENTAGE OF PROJECTS PROVIDING: FICTN BOOKS	NFICTN BOOKS	ETHNIC MATRLS	PERIODICALS	FILMS	TAPES RECRDS	LRG PT BOOKS	NONENG MATRLS	BRAILE BOOKS	CHLDRN BOOKS	ART REPROD	USE: MNTHLY CIRC	MNTHLY USERS	SPECIAL EVENTS
DISADVANTAGED BLACKS	37	89 %	92 %	89 %	84 %	70 %	78 %	35 %	27 %	5 %	89 %	27 %	9586	3674	70 %
DISADVANTAGED WHITES	13	77 %	77 %	46 %	46 %	38 %	54 %	62 %	23 %	0 %	77 %	15 %	333	945	31 %
MEXICAN-AMERICANS	18	94 %	94 %	61 %	67 %	50 %	78 %	33 %	67 %	6 %	83 %	17 %	1299	755	33 %
CUBANS	1	100 %	100 %	100 %	100 %	100 %	100 %	0 %	100 %	0 %	100 %	0 %	0	1000	100 %
PUERTO RICANS	4	100 %	100 %	75 %	75 %	75 %	100 %	0 %	75 %	0 %	75 %	0 %	25	750	75 %
OTHER SPANISH-SPEAKING	2	100 %	100 %	50 %	50 %	50 %	50 %	50 %	50 %	0 %	50 %	0 %	0	0	50 %
CHINESE	0	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0	0	0 %
JAPANESE	0	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0	0	0 %
FILIPINOS	0	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0	0	0 %
OTHER ASIAN-AMERICANS	0	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0	0	0 %
AMERICAN INDIANS	10	80 %	80 %	90 %	70 %	60 %	70 %	20 %	30 %	0 %	70 %	20 %	0	96	50 %
MIGRANTS	1	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0	0	0 %
HOSPITALIZED	32	97 %	97 %	41 %	81 %	44 %	50 %	72 %	31 %	6 %	66 %	19 %	347	434	47 %
PERSONS IN NURSING HOMES	20	86 %	89 %	21 %	61 %	39 %	50 %	64 %	11 %	11 %	50 %	11 %	1293	1007	29 %
PERSONS IN TRAINING SCLS	24	88 %	88 %	46 %	58 %	50 %	54 %	33 %	4 %	8 %	71 %	25 %	3019	438	33 %
INMATES	47	94 %	94 %	81 %	60 %	32 %	51 %	28 %	34 %	0 %	28 %	23 %	1431	1986	28 %
PHYSICALLY HANDICAPPED	64	48 %	50 %	23 %	50 %	14 %	72 %	67 %	34 %	50 %	53 %	5 %	3791	1607	36 %
AGED	34	85 %	91 %	24 %	38 %	26 %	50 %	74 %	24 %	6 %	26 %	9 %	3767	1256	35 %
DISADV BLACKS AND WHITES	151	74 %	83 %	48 %	52 %	44 %	49 %	32 %	11 %	4 %	66 %	20 %	6798	1624	52 %
OTHR COMBINATIONS OF DISV	54	87 %	91 %	63 %	48 %	39 %	50 %	19 %	54 %	0 %	74 %	9 %	2803	733	54 %
PERSONS IN HOSPS, N HOMES	4	75 %	75 %	25 %	25 %	25 %	25 %	75 %	25 %	0 %	75 %	0 %	0	1300	25 %
OTHER INSTIT COMBINATIONS	109	85 %	86 %	64 %	61 %	59 %	63 %	68 %	26 %	16 %	76 %	29 %	9581	4802	53 %
HANDICAPPED AND AGED	43	84 %	84 %	44 %	79 %	37 %	86 %	88 %	37 %	21 %	60 %	19 %	4128	764	51 %
HOSP, NURS, HNDCAP, AGED	7	71 %	71 %	14 %	86 %	29 %	57 %	71 %	0 %	14 %	43 %	14 %	24	619	14 %
DISV. AND INSTITUT.	15	93 %	93 %	47 %	73 %	60 %	67 %	73 %	47 %	20 %	67 %	40 %	939	1171	40 %
DISV. AND HANDICAPPED	0	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0	0	0 %
INSTIT AND HANDICAPPED	56	82 %	84 %	43 %	66 %	52 %	70 %	79 %	29 %	21 %	59 %	25 %	2797	2645	50 %
DISV, INSTIT, HNDCP.	0	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0	0	0 %
ALL OTHERS	17	65 %	82 %	29 %	59 %	59 %	65 %	47 %	35 %	12 %	53 %	12 %	5957	179	47 %

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Table IV B.25. Self-Rated Achievements (Operational Projects Only), as Derived from Q-2.

SPECIAL CLIENTELE GROUP	TOO EARLY TO STATE	NOT AS WELL AS EXPECTED	AS EXPECTED	BETTER THAN EXPECTED	TOTAL RESPONDING
DISADVANTAGED BLACKS	29 %	3 %	45 %	23 %	31
DISADVANTAGED WHITES	23 %	15 %	38 %	23 %	13
MEXICAN-AMERICANS	35 %	0 %	59 %	6 %	17
CUBANS	0 %	0 %	100 %	0 %	1
PUERTO RICANS	25 %	0 %	50 %	25 %	4
OTHER SPANISH-SPEAKING	50 %	0 %	50 %	0 %	2
CHINESE	0 %	0 %	0 %	0 %	0
JAPANESE	0 %	0 %	0 %	0 %	0
FILIPINOS	0 %	0 %	0 %	0 %	0
OTHER ASIAN-AMERICANS	0 %	0 %	0 %	0 %	0
AMERICAN INDIANS	22 %	22 %	33 %	22 %	9
MIGRANTS	0 %	100 %	0 %	0 %	1
HOSPITALIZED	16 %	6 %	52 %	26 %	31
PERSONS IN NURSING HOMES	19 %	12 %	35 %	35 %	26
PERSONS IN TRAINING SCLS	29 %	13 %	50 %	8 %	24
INMATES	0 %	13 %	56 %	31 %	45
PHYSICALLY HANDICAPPED	10 %	8 %	55 %	27 %	62
AGED	30 %	10 %	43 %	17 %	30
DISADV BLACKS AND WHITES	33 %	4 %	33 %	30 %	141
OTHR COMBINATIONS OF DISV	43 %	2 %	26 %	30 %	54
PERSONS IN HOSPS, N HOMES	33 %	0 %	67 %	0 %	3
OTHER INSTIT COMBINATIONS	38 %	5 %	39 %	19 %	101
HANDICAPPED AND AGED	28 %	10 %	23 %	38 %	39
HOSP, NURS, HNDCAP, AGED	57 %	0 %	14 %	29 %	7
DISV. AND INSTITUT.	13 %	20 %	53 %	13 %	15
DISV. AND HANDICAPPED	0 %	0 %	0 %	0 %	0
INSTIT AND HANDICAPPED	13 %	4 %	53 %	30 %	53
DISV, INSTIT, HNDCP.	0 %	0 %	0 %	0 %	0
ALL OTHERS	33 %	8 %	42 %	17 %	12

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materials, whereas less than 25% of the projects serving persons in nursing homes, the physically handicapped, and the aged, provide ethnic materials.

Of some interest is the fact that for many special clientele groups, films are provided by a substantial portion of the projects. This is also true of tape recordings. The distribution of non-English materials is similar to that of ethnic materials, i.e., it reflects the language spoken by the users. Thus, most of the projects serving the Spanish-speaking provide non-English materials.

The circulation and user figures (in the rightmost three columns of Table IV B.24) are mean data and as such tend to conceal the skewedness of the distributions and the fact that some projects serve very large numbers, while others serve very small numbers of users. Nevertheless, general tendencies show up. For example, projects serving disadvantaged Blacks appear to average about 3674 users (See Table IV B.24) although they are often targeted to a much larger population. Use of projects serving institutionalized persons tends to reflect the population of the institution, and therefore ranges from several hundred to approximately five thousand individuals who actually use a project. There is nothing significant about the type of institution with respect to the size, since both prisons and nursing homes can vary from very small to very large. In any case, projects for the institutionalized were lumped together without differentiation as to type of institution. A few institutional projects have larger numbers, primarily because a single project sometimes serves a number of institutions. Projects serving handicapped people are similar in scope to those serving institutionalized persons, the difference being that the handicapped people are not in institutions. Generally, less than half of the projects for most clientele groups provided special events. Usually the number was approximately one-third or slightly larger. The one case showing one hundred percent does not represent nor substantially influence the distribution of special events across all projects. However, 70% of the 37 projects serving economically disadvantaged Blacks and 52% of the 151 projects serving disadvantated Blacks and Whites did report special events. This indicates the frequency with which special events are used as techniques for getting these patrons to use the library or the project.

Item 7 of Q-2 asked the following question: "In general, how well is your project meeting the objectives stated in Item 6?" Respondents could choose any one of four response catagories, i.e., those listed across the top of Table IV B.25. The objectives stated in Item 6 were respondents' own brief description of the current objectives of the project. The responses to Item 7 were considered important as indices of success or failure for the projects; that is, we may infer from those responding "Better than expected" that the project was going well and the respondent felt that the project was doing what it was designed to do. The catagory of "Not as well as expected" would suggest some serious difficulties in the project and a lack of success for those projects. This is discussed further in Section V A.

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Table IV B.26. Relationship of Servi
for the Disadvantaged

PERCENTAGE RATIN

SERVICES	NO. OF PRJCTS	NUMBER RESPONDING	TOO EARLY TO STATE	NOT AS WE AS EXPECT
BOOKMOBILE	93	87	31 %	5 %
SPECIAL PROGRAMS	161	148	27 %	2 %
EXTERNAL COLLECTIONS	148	137	31 %	6 %
HOMEBOUND DELIVERY	85	75	32 %	3 %
UPGRADE STAFF SKILLS	103	94	31 %	3 %
ADD TO STAFF	90	81	28 %	4 %
RECRUIT VOLUNTEERS	93	86	28 %	6 %
HIRE SPECIALISTS	36	30	30 %	7 %
TRAIN USERS	109	102	28 %	7 %
OTHER SERVICES	91	83	27 %	8 %

Table IV B.27. Relationship of Facil
for the Disadvantaged

PERCENTAGE RATI

FACILITIES	NO. OF PRJCTS	NUMBER RESPONDING	TOO EARLY TO STATE	NOT AS WEL AS EXPECTE
SPECIAL AREAS	80	74	30 %	4 %
INCREASED SPACE	62	58	12 %	10 %
COMMUNITY LIBRARIES	87	77	35 %	3 %
INSTITUTIONAL LIBRARIES	103	96	26 %	7 %
OTHER FACILITIES	66	63	27 %	3 %

Table IV B.28. Relationship of Conte
for the Disadvantaged

PERCENTAGE RAT

CONTENT	NO. OF PRJCTS	NUMBER RESPONDING	TOO EARLY TO STATE	NOT AS WE AS EXPECT
NON-ENGLISH MEDIA	65	62	29 %	6 %
ETHNIC COLLECTION	125	112	29 %	5 %
SPECIAL SUBJECTS	137	125	30 %	8 %
SPECIAL MATERIALS	164	150	29 %	7 %
NON-BOOK MATERIALS	155	144	30 %	3 %
LOAN EQUIPMENT	73	68	22 %	1 %
OTHER	53	48	33 %	4 %

Relationship of Services to Peformance (Operational Projects Only)
for the Disadvantaged, as Reported by Projects (Q-2)

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PERCENTAGE RATING PROJECT AS A WHOLE

EARLY STATE	NOT AS WELL AS EXPECTED	AS EXPECTED	BETTER THAN EXPECTED	NUMBER RATING	PERCENTAGE RATING SERVICES VERY SUCCESSFUL	MODERATELY SUCCESSFUL	UN-SUCCESSFUL
31 %	5 %	43 %	22 %	64	72 %	25 %	3 %
27 %	2 %	46 %	25 %	125	68 %	31 %	1 %
31 %	6 %	40 %	23 %	111	48 %	48 %	5 %
32 %	3 %	36 %	29 %	63	46 %	46 %	8 %
31 %	3 %	48 %	18 %	68	54 %	41 %	4 %
28 %	4 %	41 %	27 %	64	56 %	42 %	2 %
28 %	6 %	41 %	26 %	65	22 %	65 %	14 %
30 %	7 %	53 %	10 %	20	35 %	65 %	0 %
28 %	7 %	45 %	20 %	78	31 %	62 %	8 %
27 %	8 %	40 %	25 %	69	46 %	51 %	3 %

Relationship of Facilities to Performance (Operational Projects Only)
for the Disadvantaged, as Reported by Projects (Q-2)

PERCENTAGE RATING PROJECT AS A WHOLE

EARLY STATE	NOT AS WELL AS EXPECTED	AS EXPECTED	BETTER THAN EXPECTED	NUMBER RATING	PERCENTAGE RATING FACILITIES VERY SUCCESSFUL	MODERATELY SUCCESSFUL	UN-SUCCESSFUL
30 %	4 %	41 %	26 %	60	63 %	35 %	2 %
12 %	10 %	50 %	28 %	44	68 %	32 %	0 %
35 %	3 %	38 %	25 %	61	[illegible] %	49 %	3 %
26 %	7 %	42 %	25 %	76	[illegible] %	39 %	4 %
27 %	3 %	40 %	30 %	46	63 %	37 %	0 %

Relationship of Content to Performance (Operational Projects Only)
for the Disadvantaged, as Reported by Projects (Q-2)

PERCENTAGE RATING PROJECT AS A WHOLE

EARLY STATE	NOT AS WELL AS EXPECTED	AS EXPECTED	BETTER THAN EXPECTED	NUMBER RATING	PERCENTAGE RATING CONTENT VERY SUCCESSFUL	MODERATELY SUCCESSFUL	UN-SUCCESSFUL
29 %	6 %	47 %	18 %	51	39 %	51 %	10 %
29 %	5 %	42 %	23 %	100	61 %	36 %	3 %
30 %	8 %	38 %	23 %	105	49 %	48 %	4 %
29 %	7 %	40 %	25 %	132	48 %	44 %	8 %
30 %	3 %	40 %	26 %	123	61 %	35 %	4 %
22 %	1 %	49 %	28 %	55	49 %	44 %	7 %
33 %	4 %	38 %	25 %	40	52 %	45 %	2 %

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Providing another index of success were the responses to Item 12 of the questionnaire, which listed several activities in each of three categories: (1) Services, (2) Facilities and Equipment, and (3) Content and Media. Respondents were asked to indicate which activities they performed and then to rate whether they were very successful, moderately successful, or unsuccessful in performing those activities. The data are displayed in Tables IV B.26 through 37, inclusive. For most projects and most activities, at least a moderate amount of success was reported.

There were a few activities that were notably successful across many projects. For example, in projects serving the disadvantaged[1], 68% were very successful with respect to special programs and 72% were very successful with respect to bookmobiles. Equally high percentages appear in most of the tables under the column headed "Very successful." Of special interest are those cases reporting the non-successful experience with respect to any given activity. For example, 14% of the projects serving disadvantaged were unsuccessful in their attempt to recruit volunteers. This common failing probably has a significant effect upon the operation of those projects; i.e., they are in sore need of the volunteers to enable the project to do its work. Three percent were unsuccessful in recruiting volunteers for the handicapped. Four percent of projects serving the institutionalized reported a lack of success in their attempts to establish or use a branch library to serve the clientele in the institutions. Eleven percent of the projects serving the institutionalized were unsuccessful in their attempt to add additional staff people, and 11% of those projects were unsuccessful in their attempts to provide increased space. These and other similar percentages in the columns of Tables IV B.26 through 37 indicate areas of difficulty in project operation, or areas where significant problems have probably contributed to the lack of project success.

Table IV B.38 presents detailed breakdowns of project expenditures by special clientele groups served. The far right-hand column indicates the mean total cost and standard deviation for the projects serving each of the special clientele groups. The columns preceding the last column indicate the percentage and amounts of funds allocated for major areas of library expenses. We had expected that the lion's share of the funds for most projects would be for salaries for staff people. That is evidently the case. However, the data in this table are suspect. During our site visits it was apparent that many project heads had little real knowledge of the allocation of costs with respect to the indicated categories. We may speculate, then, that many respondents guessed at these figures.

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[1] See Table IV B.26.

Table IV B.29. Relationship of Services to Performance (
for the Institutionalized, as Reported by

SERVICES	NO. OF PRJCTS	NUMBER RESPONDING	PERCENTAGE RATING PROJECT AS A TOO EARLY TO STATE	NOT AS WELL AS EXPECTED	AS EXPECTED
BOOKMOBILE	46	42	26 %	5 %	43 %
SPECIAL PROGRAMS	90	85	19 %	6 %	44 %
EXTERNAL COLLECTIONS	113	108	19 %	7 %	46 %
HOMEBOUND DELIVERY	80	72	21 %	13 %	33 %
UPGRADE STAFF SKILLS	56	54	7 %	7 %	44 %
ADD TO STAFF	58	54	11 %	6 %	44 %
RECRUIT VOLUNTEERS	51	48	17 %	2 %	38 %
HIRE SPECIALISTS	5	5	0 %	20 %	40 %
TRAIN USERS	67	64	14 %	9 %	53 %
OTHER SERVICES	66	64	16 %	14 %	39 %

Table IV B.30. Relationship of Facilities to Performance
for the Institutionalized, as Reported by

FACILITIES	NO. OF PRJCTS	NUMBER RESPONDING	PERCENTAGE RATING PROJECT AS A TOO EARLY TO STATE	NOT AS WELL AS EXPECTED	AS EXPECTED
SPECIAL AREAS	84	80	20 %	7 %	40 %
INCREASED SPACE	44	42	7 %	12 %	48 %
COMMUNITY LIBRARIES	33	33	15 %	12 %	45 %
INSTITUTIONAL LIBRARIES	95	92	13 %	11 %	47 %
OTHER FACILITIES	76	71	13 %	8 %	39 %

Table IV B.31. Relationship of Content to Performance (Op
for the Institutionalized, as Reported by

CONTENT	NO. OF PRJCTS	NUMBER RESPONDING	PERCENTAGE RATING PROJECT A TOO EARLY TO STATE	NOT AS WELL AS EXPECTED	AS EXPECTED
NON-ENGLISH MEDIA	50	47	17 %	6 %	51 %
ETHNIC COLLECTION	59	56	16 %	11 %	54 %
SPECIAL SUBJECTS	98	94	18 %	7 %	46 %
SPECIAL MATERIALS	141	134	19 %	10 %	42 %
NON-BOOK MATERIALS	128	121	20 %	10 %	40 %
LOAN EQUIPMENT	82	77	16 %	12 %	42 %
OTHER	36	35	26 %	6 %	43 %

p of Services to Performance (Operational Projects Only) IV-50
titutionalized, as Reported by Projects (Q-2)

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TAGE RATING PROJECT AS A WHOLE

LY E	NOT AS WELL AS EXPECTED	AS EXPECTED	BETTER THAN EXPECTED	NUMBER RATING	PERCENTAGE RATING SERVICES VERY SUCCESSFUL	MODERATELY SUCCESSFUL	UN-SUCCESSFUL
	5 %	43 %	26 %	42	64 %	33 %	2 %
	6 %	44 %	32 %	79	53 %	47 %	0 %
	7 %	46 %	28 %	98	56 %	40 %	4 %
	13 %	33 %	33 %	65	62 %	34 %	5 %
	7 %	44 %	41 %	44	41 %	59 %	0 %
	6 %	44 %	39 %	46	67 %	22 %	11 %
	2 %	38 %	44 %	35	37 %	60 %	3 %
	20 %	40 %	40 %	4	25 %	75 %	0 %
	9 %	53 %	23 %	57	21 %	79 %	0 %
	14 %	39 %	31 %	57	60 %	39 %	2 %

p of Facilities to Performance (Operational Projects Only)
titutionalized, as Reported by Projects (Q-2)

TAGE RATING PROJECT AS A WHOLE

	NOT AS WELL AS EXPECTED	AS EXPECTED	BETTER THAN EXPECTED	NUMBER RATING	PERCENTAGE RATING FACILITIES VERY SUCCESSFUL	MODERATELY SUCCESSFUL	UN-SUCCESSFUL
	7 %	40 %	32 %	75	64 %	33 %	3 %
	12 %	48 %	33 %	36	53 %	36 %	11 %
	12 %	45 %	27 %	28	32 %	64 %	4 %
	11 %	47 %	29 %	86	62 %	36 %	2 %
	8 %	39 %	39 %	56	61 %	34 %	5 %

of Content to Performance (Operational Projects Only)
itutionalized, as Reported by Projects (Q-2)

RCENTAGE RATING PROJECT AS A WHOLE

Y	NOT AS WELL AS EXPECTED	AS EXPECTED	BETTER THAN EXPECTED	NUMBER RATING	PERCENTAGE RATING CONTENT VERY SUCCESSFUL	MODERATELY SUCCESSFUL	UN-SUCCESSFUL
	6 %	51 %	26 %	47	17 %	77 %	6 %
	11 %	54 %	20 %	49	43 %	55 %	2 %
	7 %	46 %	29 %	86	42 %	57 %	1 %
	10 %	42 %	29 %	123	66 %	33 %	2 %
	10 %	40 %	31 %	114	66 %	33 %	1 %
	12 %	42 %	31 %	67	67 %	33 %	0 %
	6 %	43 %	26 %	25	60 %	32 %	8 %

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Table IV B.32. Relationship of Services to Performance
for the Handicapped, as Reported by Proj

PERCENTAGE RATING PE

SERVICES	NO. OF PRJCTS	NUMBER RESPONDING	TOO EARLY TO STATE	NOT AS WELL AS EXPECTED
BOOKMOBILE	79	75	17 %	8 %
SPECIAL PROGRAMS	134	128	28 %	2 %
EXTERNAL COLLECTIONS	104	98	22 %	5 %
HOMEBOUND DELIVERY	40	37	16 %	5 %
UPGRADE STAFF SKILLS	72	69	19 %	6 %
ADD TO STAFF	66	63	16 %	5 %
RECRUIT VOLUNTEERS	59	53	26 %	4 %
HIRE SPECIALISTS	21	21	10 %	10 %
TRAIN USERS	86	81	35 %	5 %
OTHER SERVICES	66	65	31 %	3 %

Table IV B.33. Relationship of Facilities to Performanc
for the Handicapped, as Reported by Proj

PERCENTAGE RATING PR

FACILITIES	NO. OF PRJCTS	NUMBER RESPONDING	TOO EARLY TO STATE	NOT AS WELL AS EXPECTED
SPECIAL AREAS	86	82	34 %	4 %
INCREASED SPACE	29	28	7 %	11 %
COMMUNITY LIBRARIES	72	69	26 %	9 %
INSTITUTIONAL LIBRARIES	45	43	26 %	2 %
OTHER FACILITIES	58	56	21 %	5 %

Table IV B.34. Relationship of Content to Performance
for the Handicapped, as Reported by Proj

PERCENTAGE RATING PROJEC

CONTENT	NO. OF PRJCTS	NUMBER RESPONDING	TOO EARLY TO STATE	NOT AS WELL AS EXPECTED
NON-ENGLISH MEDIA	48	48	27 %	6 %
ETHNIC COLLECTION	91	86	22 %	3 %
SPECIAL SUBJECTS	110	104	37 %	5 %
SPECIAL MATERIALS	107	103	24 %	4 %
NON-BOOK MATERIALS	118	112	31 %	4 %
LOAN EQUIPMENT	54	51	31 %	6 %
OTHER	46	46	20 %	9 %

ENTAGE RATING PROJECT AS A WHOLE

RLY TE	NOT AS WELL AS EXPECTED	AS EXPECTED	BETTER THAN EXPECTED	NUMBER RATING	PERCENTAGE RATING SERVICES VERY SUCCESSFUL	MODERATELY SUCCESSFUL	UN-SUCCESSFUL
	8 %	27 %	48 %	63	68 %	29 %	3 %
	2 %	32 %	38 %	108	69 %	31 %	0 %
	5 %	36 %	36 %	82	45 %	52 %	2 %
	5 %	41 %	38 %	30	53 %	43 %	3 %
	6 %	38 %	38 %	50	40 %	60 %	0 %
	5 %	30 %	49 %	48	69 %	29 %	2 %
	4 %	30 %	40 %	36	33 %	56 %	11 %
	10 %	33 %	48 %	15	27 %	73 %	0 %
	5 %	33 %	27 %	56	21 %	73 %	5 %
	3 %	31 %	35 %	46	65 %	35 %	0 %

ties to Performance (Operational Projects Only)
s Reported by Projects (Q-2)

NTAGE RATING PROJECT AS A WHOLE

LY E	NOT AS WELL AS EXPECTED	AS EXPECTED	BETTER THAN EXPECTED	NUMBER RATING	PERCENTAGE RATING FACILITIES VERY SUCCESSFUL	MODERATELY SUCCESSFUL	UN-SUCCESSFUL
	4 %	28 %	34 %	56	71 %	29 %	0 %
	11 %	32 %	50 %	23	61 %	39 %	0 %
	9 %	32 %	33 %	51	57 %	43 %	0 %
	2 %	42 %	30 %	35	54 %	40 %	6 %
	5 %	32 %	41 %	37	76 %	24 %	0 %

t to Performance (Operational Projects Only)
s Reported by Projects (Q-2)

E RATING PROJECT AS A WHOLE

LY E	NOT AS WELL AS EXPECTED	AS EXPECTED	BETTER THAN EXPECTED	NUMBER RATING	PERCENTAGE RATING CONTENT VERY SUCCESSFUL	MODERATELY SUCCESSFUL	UN-SUCCESSFUL
	6 %	40 %	27 %	37	32 %	62 %	5 %
	3 %	33 %	42 %	82	66 %	32 %	2 %
	5 %	32 %	27 %	87	52 %	44 %	5 %
	4 %	40 %	32 %	81	49 %	43 %	7 %
	4 %	31 %	34 %	84	65 %	33 %	1 %
	6 %	39 %	24 %	37	49 %	49 %	3 %
	9 %	35 %	37 %	35	69 %	31 %	0 %

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Table IV B.35. Relationship of Services to Performanc
for Other Combinations, as Reported by

PERCENTAGE RATING PROJECT

SERVICES	NO. OF PRJCTS	NUMBER RESPONDING	TOO EARLY TO STATE	NOT AS WELL AS EXPECTED	AS EXPECTE
BOOKMOBILE	16	14	14 %	7 %	57 %
SPECIAL PROGRAMS	32	29	10 %	0 %	62 %
EXTERNAL COLLECTIONS	44	41	17 %	7 %	46 %
HOMEBOUND DELIVERY	25	22	14 %	5 %	41 %
UPGRADE STAFF SKILLS	30	28	18 %	4 %	46 %
ADD TO STAFF	24	22	14 %	5 %	55 %
RECRUIT VOLUNTEERS	31	28	18 %	7 %	46 %
HIRE SPECIALISTS	10	10	20 %	0 %	60 %
TRAIN USERS	34	30	13 %	3 %	63 %
OTHER SERVICES	23	22	18 %	5 %	50 %

Table IV B.36. Relationship of Facilities to Performa
for Other Combinations, as Reported by

PERCENTAGE RATING PROJECT

FACILITIES	NO. OF PRJCTS	NUMBER RESPONDING	TOO EARLY TO STATE	NOT AS WELL AS EXPECTED	AS EXPECT
SPECIAL AREAS	29	28	14 %	4 %	64
INCREASED SPACE	23	22	14 %	5 %	59
COMMUNITY LIBRARIES	15	13	8 %	15 %	54
INSTITUTIONAL LIBRARIES	36	35	11 %	3 %	66
OTHER FACILITIES	14	14	7 %	7 %	50

Table IV B.37. Relationship of Content to Performan
for Other Combinations, as Reported

PERCENTAGE RATING PROJECT

CONTENT	NO. OF PRJCTS	NUMBER RESPONDING	TOO EARLY TO STATE	NOT AS WELL AS EXPECTED	AS EXPECT
NON-ENGLISH MEDIA	19	17	12 %	12 %	76
ETHNIC COLLECTION	25	23	17 %	4 %	61
SPECIAL SUBJECTS	42	39	21 %	5 %	49
SPECIAL MATERIALS	49	45	9 %	7 %	53
NON-BOOK MATERIALS	52	47	17 %	4 %	53
LOAN EQUIPMENT	32	29	14 %	7 %	59
OTHER	15	15	20 %	0 %	67

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NG PROJECT AS A WHOLE

LL ED	AS EXPECTED	BETTER THAN EXPECTED	NUMBER RATING	PERCENTAGE RATING SERVICES VERY SUCCESSFUL	MODERATELY SUCCESSFUL	UN-SUCCESSFUL
	57 %	21 %	11	73 %	27 %	0 %
	62 %	28 %	25	64 %	36 %	0 %
	46 %	29 %	35	57 %	43 %	0 %
	41 %	41 %	21	52 %	38 %	10 %
	46 %	32 %	23	52 %	48 %	0 %
	55 %	27 %	19	53 %	32 %	16 %
	46 %	29 %	25	32 %	68 %	0 %
	60 %	20 %	8	88 %	13 %	0 %
	63 %	20 %	23	22 %	74 %	4 %
	50 %	27 %	18	61 %	39 %	0 %

s to Performance (Operational Projects Only)
s Reported by Projects (Q-2)

G PROJECT AS A WHOLE

ELL TED	AS EXPECTED	BETTER THAN EXPECTED	NUMBER RATING	PERCENTAGE RATING FACILITIES VERY SUCCESSFUL	MODERATELY SUCCESSFUL	UN-SUCCESSFUL
	64 %	18 %	25	56 %	44 %	0 %
	59 %	23 %	18	56 %	39 %	6 %
	54 %	23 %	13	38 %	62 %	0 %
	66 %	20 %	31	71 %	29 %	0 %
	50 %	36 %	12	67 %	25 %	8 %

to Performance (Operational Projects Only)
as Reported by Projects (Q-2)

G PROJECT AS A WHOLE

ELL TED	AS EXPECTED	BETTER THAN EXPECTED	NUMBER RATING	PERCENTAGE RATING CONTENT VERY SUCCESSFUL	MODERATELY SUCCESSFUL	UN-SUCCESSFUL
	76 %	0 %	17	18 %	65 %	18 %
	61 %	17 %	21	24 %	71 %	5 %
	49 %	26 %	35	51 %	49 %	0 %
	53 %	31 %	40	72 %	25 %	2 %
	53 %	26 %	39	77 %	23 %	0 %
	59 %	21 %	25	60 %	40 %	0 %
	57 %	13 %	10	30 %	70 %	0 %

Table IV B.38. Project Expenditures (Operational Projects Only) As Reported by Projects (Q-2)

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PROJECT FUNDING (OPERATIONAL PROJECTS

SPECIAL CLIENTELE GROUP	NO. OF PRJCTS	SALARIES MEAN	SALARIES PERC DEVIATION	BOOKS MEAN	BOOKS PERC DEVIATION	A-V MATERIALS MEAN	A-V MATERIALS PERC DEVIATION	EQUIP MEAN	EQUIP DEVIA
DISADVANTAGED BLACKS	37	42893	61% 54066.5	11674	17% 14476.7	3084	4% 4933.4	6107	103
DISADVANTAGED WHITES	13	34585	51% 95773.8	14153	21% 23260.4	1182	2% 1061.2	2637	66
MEXICAN-AMERICANS	18	12148	65% 24751.3	3906	21% 5719.6	918	5% 1599.5	306	3
CUBANS	1	51100	66% 0.0	11400	15% 0.0	0	0% 0.0	0	
PUERTO RICANS	4	3750	51% 8411.2	3114	18% 3981.1	1754	10% 1008.9	1092	14
OTHER SPANISH-SPEAKING	2	0	0% 0.0	500	100% 0.0	0	0% 0.0	0	
CHINESE	0	0	0% 0.0	0	0% 0.0	0	0% 0.0	0	
JAPANESE	0	0	0% 0.0	0	0% 0.0	0	0% 0.0	0	
FILIPINOS	0	0	0% 0.0	0	0% 0.0	0	0% 0.0	0	
OTHER ASIAN-AMERICANS	0	0	0% 0.0	0	0% 0.0	0	0% 0.0	0	
AMERICAN INDIANS	10	5745	54% 6075.5	2446	23% 2824.5	611	6% 1062.7	948	14
MIGRANTS	1	0	0% 0.0	244	100% 0.0	0	0% 0.0	0	
HOSPITALIZED	32	13042	72% 39328.4	2394	13% 3236.0	883	5% 1486.1	909	24
PERSONS IN NURSING HOMES	28	5280	46% 8830.4	2977	26% 4773.8	1303	11% 4329.7	1321	54
PERSONS IN TRAINING SCLS	24	5624	47% 4697.1	3330	28% 5410.9	971	8% 1097.6	587	8
INMATES	47	7783	53% 23158.3	3167	22% 4748.9	643	4% 1207.8	842	146
PHYSICALLY HANDICAPPED	64	20449	53% 29466.9	2393	6% 5238.4	1745	4% 4231.3	2515	374
AGED	34	9744	55% 16757.1	5223	30% 8575.3	569	3% 1096.5	1035	342
DISADV BLACKS AND WHITES	151	19251	55% 59966.8	7185	20% 14571.6	1418	4% 3603.0	1917	421
OTHR COMBINATIONS OF DISV	54	19708	47% 69683.8	9497	23% 30467.2	806	2% 1766.7	2591	1019
PERSONS IN HOSPS, N HOMES	4	14787	75% 9204.2	4166	21% 4870.5	166	1% 235.7	250	35
OTHER INSTIT COMBINATIONS	110	22822	27% 41631.3	45446	55% 130523.4	3411	4% 7477.8	3857	992
HANDICAPPED AND AGED	43	16424	53% 44760.9	5512	18% 9421.7	1429	5% 3956.7	3205	872
HOSP. NURS, HNDCAP, AGED	7	6189	51% 6145.5	1000	8% 408.2	2414	20% 1897.5	1185	163
DISV. AND INSTITUT.	15	24369	25% 29415.7	10356	10% 12085.9	1412	1% 2489.5	973	226
DISV. AND HANDICAPPED	0	0	0% 0.0	0	0% 0.0	0	0% 0.0	0	
INSTIT AND HANDICAPPED	56	21430	52% 42796.2	6703	16% 11463.5	2114	5% 4298.7	1233	269
DISV, INSTIT, HNDCP.	0	0	0% 0.0	0	0% 0.0	0	0% 0.0	0	
ALL OTHERS	16	9572	42% 11597.7	4377	19% 4565.8	4902	21% 7913.4	467	81

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FUNDING (OPERATIONAL PROJECTS ONLY)

OOKS PERC IATION	A-V MATERIALS MEAN DEVIATION	PERC	EQUIPMENT MEAN DEVIATION	PERC	CONTRACT SVCS MEAN DEVIATION	PERC	OTHER MEAN DEVIATION	PERC	TOTAL COST MEAN DEVIATION
74	3084	4%	6107	9%	1330	2%	5194	7%	70484
4476.7	4933.4		10332.7		2931.0		7513.3		75456.1
53	1182	2%	2637	4%	45	0%	14823	22%	67426
3260.4	1061.2		6685.0		143.7		44384.5		169010.6
06	918	5%	306	2%	491	3%	974	5%	18745
5719.6	1599.5		371.8		1123.1		2797.6		31358.2
00	0	0%	0	0%	4900	6%	10300	13%	77700
0.0	0.0		0.0		0.0		0.0		0.0
14	1754	10%	1092	6%	0	0%	2282	13%	16994
3981.1	1008.9		1467.2		0.0		2497.6		14830.7
00	0	0%	0	0%	0	0%	0	0%	500
0.0	0.0		0.0		0.0		0.0		0.0
0	0	0%	0	0%	0	0%	0	0%	0
0.0	0.0		0.0		0.0		0.0		0.0
0	0	0%	0	0%	0	0%	0	0%	0
0.0	0.0		0.0		0.0		0.0		0.0
0	0	0%	0	0%	0	0%	0	0%	0
0.0	0.0		0.0		0.0		0.0		0.0
0	0	0%	0	0%	0	0%	0	0%	0
0.0	0.0		0.0		0.0		0.0		0.0
46	611	6%	948	9%	200	2%	705	7%	10656
2824.5	1062.7		1427.6		458.3		737.8		10153.9
44	0	0%	0	0%	0	0%	0	0%	244
0.0	0.0		0.0		0.0		0.0		0.0
94	883	5%	909	5%	57	0%	817	5%	18104
3236.0	1486.1		2449.2		184.5		1609.1		46670.7
77	1303	11%	1321	12%	68	1%	315	3%	11372
4773.8	4329.7		5411.3		254.3		635.3		17727.7
30	971	8%	587	5%	203	2%	1095	9%	11908
5410.9	1097.6		886.8		661.6		2018.8		9398.2
67	643	4%	842	6%	144	1%	2058	14%	14639
4748.9	1207.8		1486.7		437.9		8522.5		30999.2
93	1745	4%	2515	6%	3840	10%	5298	14%	38871
5238.4	4231.3		3746.4		9702.1		9129.4		45978.9
23	569	3%	1035	6%	93	1%	970	5%	17671
8575.3	1095.5		3429.9		448.7		2337.7		27391.6
85	1419	4%	1917	5%	1479	4%	3722	11%	35057
4571.6	3603.0		4210.4		5929.2		11332.2		89959.2
97	806	2%	2591	6%	1512	4%	5899	14%	41584
0467.2	1766.7		10195.6		6171.8		32412.2		139033.8
66	166	1%	250	1%	333	2%	0	0%	19704
4370.5	235.7		353.6		471.4		0.0		13176.0
46	3411	4%	3857	5%	2954	4%	4378	5%	83089
0523.4	7477.8		9921.6		12871.0		10305.4		146972.6
12	1429	5%	3205	10%	1875	6%	2222	7%	30752
9421.7	3956.7		8721.2		7408.3		4563.2		62798.6
00	2414	20%	1185	10%	0	0%	1288	11%	12077
408.2	1897.5		1636.6		0.0		1186.8		9370.1
66	1412	1%	973	1%	4210	4%	58131	58%	99453
2085.9	2489.5		2264.7		13806.7		177257.5		204372.9
0	0	0%	0	0%	0	0%	0	0%	0
0.0	0.0		0.0		0.0		0.0		0.0
03	2114	5%	1233	3%	2333	6%	7180	18%	40996
1463.5	4298.7		2697.9		14650.4		17206.1		71220.2
0	0	0%	0	0%	0	0%	0	0%	0
0.0	0.0		0.0		0.0		0.0		0.0
77	4902	21%	467	2%	870	4%	2719	12%	22907
5565.8	7913.4		814.3		2385.8		4845.9		24966.6

2.6 Supplemental Data

Fifty-seven questionnaires were received after the cutoff date for processing, but a brief review of their contents is in order. Nearly half of them were received from one state, where one person apparently assumed responsibility for completion of all of the questionnaires and experienced some delay in completing them. The others were scattered throughout the states, one to three from each of 14 states.

Nearly all of the projects indicated that they operated on a year-round basis, so erratic schedules don't obviously account for the late arrivals.

The target groups served by these projects are given in Table IV B.39.

Table IV B.39. Supplementary Count of Projects Serving Special Clientele.

Special Clientele	Number of Projects Serving Clientele*
Economically disadvantaged blacks	35
Economically disadvantaged whites	33
Mexican-American	5
Puerto Rican	1
Cuban	1
Other Spanish-speaking	9
Asian-American	1
American Indian	5
Migrant	7
Hospitalized	5
Nursing Homes	13
Residential Training Schools	8
Correctional facilities	8
Physically handicapped	14
Aged	22
Others	7

*This totals more than 57, because some projects indicated more than one special clientele.

The three clienteles most frequently indicated as the primary target group were: economically disadvantaged blacks, economically disadvantaged whites, and aged. This indication is in keeping only in part with the most frequently noted primary target groups for the main body of questionnaires. However, the schedule patterns, length of time project has been operating, and reported success of projects do not show a marked difference from reports on the main body of projects.

We note, however, that 13 of the 57 projects either were discontinued or are scheduled to be discontinued; the most frequent reasons given were insufficient funds, absorption into other projects, or insufficient staff.

These were the same reasons most frequently cited as cause for projects being discontinued in an earlier review of discontinued projects.[1]

Of the total reporting on the question about meeting their objectives, 24 noted "as expected," 3 noted "not as well as expected," and 6 noted better than expected." Of the total number of different project activities that were rated in these questionnaires, 125 were considered very successful, 145 were rated moderately successful, and only 14 were listed as unsuccessful.

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[1] See Section IV E.

C. INTERVIEW DATA

This section of the report contains data based on interviews at the 55 projects. Table IV C.1 contains a listing of the 55 projects visited, together with certain characteristics of those projects. A brief narrative description, taken directly from responses recorded on Form P, of the primary goals of each project is contained in Table IV C.2. The number of interviews conducted at each project for each type of interview is shown in Table IV C.3.

The data obtained for each of the five interview forms are reported in subsections 1 through 5 following. These subsections discuss data that are restricted to each of the five respondent categories. Data that are more meaningfully interpreted across respondent categories are discussed either in subsection 6 following, or in Part V, Conclusions. (The discontinued projects are discussed in Section IV E.)

Data concerning user needs that were obtained during the field interviews are contained in Section IV G. User Needs.

1. Form P Interview Data

Form P is an interview guide that was used with the 55 project directors. The form was designed to obtain information in all areas of project operation, including special clientele needs, types of information provided, evaluation of specific project activities, personnel, budgets, training, community interaction, and other areas. The results, except for special clientele needs, are discussed here. Special clientele needs are discussed in Section IV G. (User Needs). The 55 Form P respondents generally were project directors, assistant project directors, or other senior librarians such as the head librarian. In four instances other staff members were interviewed. Respondents' median time on the job (as director) was eight months and their median time for association with the project was 13 months. That would indicate that many were associated with a project before they became its director.

The quantity and types of materials provided for the special clienteles are shown in Table IV C.4. Note the disparity in quantities of materials provided for each of the classes of special clientele. This disparity reflects the nature of the projects. Projects serving the disadvantaged often cover large neighborhoods and have large target groups. Those serving the institutionalized and handicapped are much smaller in scope. Mixed projects often are statewide in scope and cover a number of facilities. Despite the appearance of many innovative programs and the shift towards a greater use of audio-visual materials, most of the materials provided are books. The unusually large number in the "Equipment" column for the handicapped reflects the distribution of special devices for the handicapped, especially talking book machines.

We also ascertained topics for subject areas that are covered by materials provided by the projects. These presumably match the project planners' understanding of user needs. The data are contained in Table IV C.5. By and large, most projects covered a broad spectrum of topics in their choice of reading materials. No distinct patterns were noticeable as a function of the clientele group being served, with a few obvious exceptions, e.g., a low interest in

(continued on page IV-71)

Table IV C.1. Tabulation and Selected Characteristics of Projects Visited by SDC Staff.

Project ID	Location	Project Classi-fication*	Primary Special Clientele Served	Project Target Group Size
AR 01-21	Little Rock, AR	D	Disadv, Instit, Hndcap	21,000
AR 01-27	Stuttgart, AR	D	Disadv Blacks and Whites	2,400
AZ 02	Prescott, AZ	M	All Others	15,700
AZ 05	Flagstaff, AZ	D	American Indians	53,000
CA 01	Los Angeles, CA	M	Hosp, Nurs, Hndcap, Aged	400
CA 04	Fresno, CA	D	Migrants	13,100
CA 13	Belmont, CA	M	Disadv Blacks and Whites	12,000
CA 19	Los Angeles, CA	M	Other Combinations of Disadv	> 5,000
CA 22	San Diego, CA	D	Mexican Americans	10,000
CO 15	Golden, CO	I	Persons in Training Schls	200
CT 14	Hartford, CT	I	All Others	13,100
DC 01	Washington, DC	D	Disadv Blacks and Whites	> 10,000
DC 03	" "	M	Disadvantaged and Instit	1,710
DC 06	" "	D	Disadvantaged Blacks	10,000
GA 04	Atlanta, GA	I	Persons in Training Schls	1,030
GA 07-10	Columbus, GA	D	Disadvantaged Whites	13,000
IA 03	Sioux City, IA	D	Disadvantaged Whites	11,000
ID 10	Boise, ID	D	Migrants	5,000
ID 21	St. Anthony, ID	I	Persons in Training Schls	200
IL 05	East St. Louis, IL	D	Disadvantaged Blacks	57,000
IN 27	Lafayette, IN	M	All Others	10,000
IN 30	Fort Wayne, IN	H	Instit and Handicapped	2,650
KS 18	Topeka, KS	H	Instit and Handicapped	36,000
MA 04	Needham, MA	H	Hosp, Nurs, Hndcap, Aged	3,750
MA 22	Framingham, MA	I	Inmates	120
MA 38	Boston, MA	I	Persons in Hosp, N Homes	220
MD 04	Baltimore, MD	D	All Others	>100,000
MO 04	St. Louis, MO	H	Physically Handicapped	> 1,000
MT 01	Great Falls, MT	M	All Others	102,000
MT 03	Deer Lodge, MT	I	Inmates	270
NB 08	Lincoln, NB	I	Instit and Handicapped	22,196
NJ 29	Trenton, NJ	D	All Others	300
NJ 31	Woodbridge, NJ	I	Inmates	> 1,000
NM 04	Clovis, NM	D	Other Combinations of Disadv	1,600
NV 01-10	North Las Vegas, NV	M	All Others	13,900
NV 02-03	Caliente, NV	I	Persons in Training Schls	50
NY 70	Buffalo, NY	D	Other Combinations of Disadv	> 5,000
NY 94	Rochester, NY	D	All Others	> 10,000
OK 03	Tulsa, OK	M	All Others	> 10,000
PA 01	Philadelphia, PA	D	Disadvantaged Blacks	11,500
PA 12	Pittsburgh, PA	D	Disadvantaged Blacks	50,000
PA 14	Canton, PA	D	Disadvantaged Whites	600

*D = Disadvantaged (24 total) I = Institutionalized (12 total)
M = Mixed (11 total) H = Handicapped (8 total)

Table IV C.1. Tabulation and Selected Characteristics of Projects Visited (Cont'd)

Project ID	Location	Project Classi-fication	Primary Special Clientele Served	Project Target Group Size
RI 18	Providence, RI	M	Other Combinations of Disadv	> 2,000
SC 24	Greenwood, SC	D	Disadvantaged Blacks	> 1,500
TN 07	Nashville, TN	H	Physically Handicapped	6,300
TX 126	Lubbock, TX	D	Other Combinations of Disadv	> 200
TX 158	Houston, TX	H	Instit and Handicapped	11,000
TX 274	Dallas, TX	D	Disadvantaged Blacks	10,000
VA 29	Fairfax, VA	H	Persons in Nursing Homes	> 500
VA 30	" "	I	Inmates	300
WA 02	Seattle, WA	H	Physically Handicapped	5,100
WA 12	Tacoma, WA	I	Persons in Nursing Homes	> 1,000
WI 05	Racine, WI	D	Disadvantaged Blacks	1,100
WI 07	Sheboygan, WI	M	Other Combinations of Disadv	940
WY 03	Green River, WY	D	Mexican-Americans	850

Table IV C.2. Projects and Project Goals for Projects Visited

Project ID	Project Goals
AR 01-21	1. Promote use of bookmobile and library by previously unserved people in two-county area. 2. Provide paperback collections for pre-schoolers, children, and adults in OEO centers and 12 day-care centers. 3. Increase collection of books concerning consumer education, nutrition, health, alcoholism, drugs, family budget, and ecology for bookmobile stops.
AR 01-27	1. Provide books to rural disadvantaged. 2. Conduct story hours during summer for those who have no access to library. 3. Acquire books for adults learning to read. 4. Provide large-print books to nursing homes.
AZ 02	Make facilities of library available to all potential users, through direct patron contact in central library, 14 branches, and a bookmobile.
AZ 05	1. Provide library materials to people living on Navajo and Hopi Reservations. 2. Improve the social and economic conditions of the area. 3. Help Indians start their own businesses and develop useful vocational interests.
CA 01	1. Adapt the library's services to the special requirements of ill and handicapped people. 2. Provide all materials and services currently available in library system to shut-ins in their homes and in health and welfare agencies. 3. Provide resources for information, recreation and rehabilitation for physically, mentally, and socially handicapped persons.
CA 04	Reach non-users in rural areas and direct them to existing facilities whenever possible.
CA 13	Provide library programs for disadvantaged blacks and whites, inmates of correctional institutions, and isolated Spanish-speaking Mexican-Americans.

Table IV C.2. Projects and Project Goals for Projects Visited (Cont'd.)

Project ID	Project Goals
CA 19	1. Make community aware of library. 2. Develop family programs. 3. Further bilingual activities 4. Develop children's programs. 5. Conduct aggressive outreach into community. 5. Provide ethnic-oriented programs.
CA 22	Extend library services to Mexican-Americans by making the library more inviting, easier to use, more meaningful, and more responsive to the community's educational, recreational and informational needs.
CO 15	Obtain and use library materials to fill needs of students and to supplement curriculum.
CT 14	1. Achieve goals set by 1963 Institutional Libraries Standards. 2. Introduce some reading materials and replenish others to institutionalized people.
DC 01	1. Provide four storefront libraries and bookmobile services in model neighborhood. 2. Provide model neighborhood residents with employment. 3. Encourage reading and use of library by model neighborhood residents.
DC 03	Expand library services to residents of institutions and provide services for physically handicapped.
DC 06	Find ways to reach non-users and non-readers.
GA 04	Develop institutional libraries through provision of books and materials previously non-existent.
GA 07-10	1. Establish regional headquarters for acquisition, processing, and maintenance of all audio-visual materials used in project. 2. Provide professional services in final evaluation and selection of equipment and materials.

Table IV C.2. Projects and Project Goals for Projects Visited (Cont'd.)

Project ID	Project Goals
GA 07-10 (cont'd.)	3. Acquire materials that have potential for use by as many cooperating agencies as possible. 4. Give necessary assistance in operation and instruction in use of audio-visual materials. 5. Provide vehicle for rapid and efficient distribution of films and equipment throughout the region. 6. Support efforts of cooperating organizations to raise status of disadvantaged people. 7. Make available audio-visual materials on drug abuse and education to any interested organization.
IA 03	1. Create awareness of library services among 30% of area population by Dec. 31, 1972. 2. Provide 50% of the children in the project area with at least one culturally enriching experience. 3. Reduce psychological and physical barriers to library use for 30% of population by Dec. 31, 1972.
ID 10	Provide Spanish and English library materials to migrants living in areas far from local library.
ID 21	Provide library facilities similar to those of a public school, plus materials on drug education and minorities (especially American Indians), and special education materials for slow and non-readers.
IL 05	1. Provide bridge between public library and inner city population by establishing two branch libraries, one on either side of the target areas. 2. Provide programs, audio-visuals, and outreach services to all citizens (especially disadvantaged) school children and senior citizens).
IN 27	Give library services to unserved areas.
IN 30	Provide reading services of all sorts to persons visually and physically handicapped.
KS 18	Make library services for handicapped similar to public library services for non-handicapped.

Table IV C.2. Projects and Project Goals for Projects Visited (Cont'd.)

Project ID	Project Goals
MA 04	Serve more adequately the senior citizens and the visually handicapped.
MA 22	1. Make as many girls as possible aware of the fun, enjoyment and interest of reading; help a few of them to use library catalog; teach one or two girls how to process books. 2. Promote use of libraries on the outside. 3. Provide reference source for school.
MA 38	1. Provide books, magazines and related materials to patients of hospitals. 2. Provide place where patients can browse and relax. 3. Obtain for patients books that the library does not have.
MD 04	Find out whether a public library can be a comprehensive information center by testing techniques.
MO 04	Supply blind and physically handicapped with recreational reading.
MT 01	Provide library services by building onto existing strengths, using the strongest libraries as a center for surrounding libraries.
MT 03	1. Recreational goal: the library provides something for prison inmates to do. 2. Provide legal materials, service and Xerox materials from the State Legal Library.
NB 08	Develop library program for institutionalized equal to public library facilities.
NJ 29	1. Provide ethnic materials to a predominantly black area. 2. Conduct tutoring and other programs aimed at keeping teenagers from dropping out. 3. Offer film programs. 4. Conduct year-round story hours.

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Table IV C.2. Projects and Project Goals for Projects Visited (Cont'd.)

Project ID	Project Goals
NJ 31	1. Provide full library services to prison inmates. 2. Provide audio-visual services and equipment. 3. Provide necessary personnel not provided by institution population, e.g., Spanish books and records.
NM 04	Reach economically disadvantaged community by setting up library branch in their neighborhood.
NV 01 10	Reach all non-users, including economically disadvantaged, blacks and Mexican Americans, and the physically handicapped.
NV 02 03	Expose training school residents to reading materials.
NY 70	No goals listed.
NY 94	1. Reach out to economically disadvantaged community. 2. Meet recreational, educational, and individual needs. 3. Develop jobs in library field for members of the clientele by creating positions at a paraprofessional level. 4. Work with community agencies to make library useful both to them and to the people they serve.
OK 03	Reach unserved elements in the county.
PA 01	Make available to adults and young adults who read on or below 8th-grade level, materials that will enable them to improve themselves educationally and will provide ways to advance themselves culturally and economically.
PA 12	1. Reach library non-users. 2. Provide library services to all, special interests and needs of community.
PA 14	Provide demonstration children's room for rural disadvantaged.
RI 18	1. Attempt to find optimum library service. 2. Encourage library use by non-users among the disadvantaged, institutionalized, and handicapped.

Table IV C.2. Projects and Project Goals for Projects Visited (Cont'd.)

Project ID	Project Goals
SC 24	1. Provide bookmobile to residents of 19 disadvantaged neighborhoods. 2. Provide library services for education and recreation.
TN 07	Supply all eligible citizens of Tennessee with talking book services.
TX 126	Furnish ethnically balanced media packages of children's literature and educational toys to day-care centers for disadvantaged.
TX 158	1. Provide library service to aging by supplying special material. 2. Involve aging in society and enrich their later years through association with library.
TX 274	1. Make books, films, tapes, games, and other reading material accessible to youth and problem youth in area. 2. Encourage use of library facilities to youth and familiarize them with library.
VA 29	Provide services to shut-ins in institutions.
VA 30	Make resources of county library available to prison.
WA 02	Provide access to library resources for handicapped served through non-public school, pre-school, group homes and sheltered workshops, with focus on the mentally retarded.
WA 12	Promote welfare of nursing home institutionalized through individual patient selection of library materials for personal use and pleasure.
WI 05	1. Reach the ghetto child who does not use main library. 2. Bring joys of reading and public library services to ghetto. 3. Make ghetto children regular library users.
WI 07	1. Provide outreach service to community. 2. Publicize library. 3. Provide library services to all unserved people.
WY 03	Interest Spanish-American population in reading.

Table IV C.3. Number of Persons Interviewed at Each Project Site, by Interview Type

Region	Project ID	Interview Type				
		P	L	R	N	U
I	Connecticut 14	1	4	6	25	25
	Massachusetts[1] 04	1	2	6	24	21
	Massachusetts[1] 22	1	2	6	19	25
	Massachusetts[1] 38	1	3	2	25	20
	Rhode Island 18	1	4	4	22	23
II	New Jersey[1] 29	1	4	4	26	20
	New Jersey[1] 31	1	2	5	23	20
	New York[1] 70	1	2	6	25	20
	New York[1] 94	1	3	3	25	20
III	District of Columbia 01	1	0	10	25	20
	District of Columbia[1] 03	1	3	3	25	34
	District of Columbia[1] 06	1	3	4	25	20
	Maryland[1] 04	1	2	5	25	20
	Pennsylvania[1] 01	2	5	2	26	20
	Pennsylvania[1] 12	1	0	8	25	20
	Pennsylvania[1] 14	1	2	7	26	20

P = Project Director, or Ass't. Director.

L = Librarian not on Project Staff.

R = Related Agency Personnel, Community Leaders, etc.

N = Non-users

U = Users

Table IV C.3. Number of Persons Interviewed at Each Project Site by Interview Type (Cont'd.)

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Region	Project ID	Interview Type				
		P	L	R	N	U
III (cont'd.)	Virginia[1] 29	1	2	4	25	20
	Virginia[2] 30	1	2	6	0	21
IV	Georgia[3] 04	1	3	5	19	2
	Georgia 07-10	1	2	7	21	32
	So. Carolina[1] 24	1	4	2	25	20
	Tennessee[1, 7] 07	1	3	5	16	29
V	Illinois 05	1	4	6	25	20
	Indiana 27	1	6	5	26	19
	Indiana 30	1	3	7	26	22
	Wisconsin[1, 05]	1	2	4	25	20
	Wisconsin 07	1	1	8	26	21
VI	Arkansas 01-21	1	3	7	25	20
	Arkansas[4] 01-27	1	1	8	15	20
	New Mexico[1] 04	1	2	6	28	22
	Oklahoma 03	1	2	7	25	20
	Texas 126	1	1	8	22	20
	Texas 158	1	5	5	25	20
	Texas 274	1	1	10	26	20

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Table IV C.3. Number of Persons Interviewed at Each Project Site by Interview Type (Cont'd.)

Region	Project ID	Interview Type				
		P	L	R	N	U
VII	Iowa 03	1	4	5	26	20
	Kansas 18	1	5	5	25	20
	Missouri 04	1	3	7	25	19
	Nebraska[1] 08	1	5	5	17	28
VIII	Colorado 15	1	0	9	25	20
	Montana 01	1	1	10	25	20
	Montana 03	1	1	9	22	26
	Wyoming[5] 03	1	1	3	26	6
IX	Arizona 02	1	1	10	26	23
	Arizona 05	1	2	8	36	22
	California[6] 01	1	1	9	15	20
	California 04	1	2	8	26	20
	California 13	1	3	7	26	20
	California 19	1	1	9	35	20
	California 22	1	3	7	27	20
	Nevada[1] 01-10	1	2	6	25	20
	Nevada 02-0[illegible]	1	0	10	25	22

Table IV C.3. Number of Persons Interviewed at Each Project Site by Interview Type (Cont'd.)

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Region	Project ID	Interview Type				
		P	L	R	N	U
X	Idaho[1] 10	1	3	4	25	22
	Idaho 21	1	3	6	25	21
	Washington 02	1	3	8	25	17
	Washington 12	1	1	9	20	25
	Totals	56	133	342	1313	1147
	Means	1.0	8.6		23.9	20.9
					44.8	

See Notes to Table IV C.3 on following page.

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Notes:

1) On the basis of a preliminary investigation in the Los Angeles area, it was thought that it would be relatively easy to find sufficient numbers of related agency personnel for interviews (using Form R). This proved to be a false assumption and many projects were discovered that did not have more than a handful of people who were aware of the project. Therefore, the assumption that we could obtain a combination of ten L's and R's without difficulty was false and we were frequently unable to obtain that many, despite our best efforts. In some cases the number of interviews that were carried out actually represented the total number of related agency and library personnel who were aware of the project. In one instance we tried, unsuccessfully, for more than three weeks to obtain additional related agency interviews, but were unsuccessful in obtaining the cooperation of the interviewees: appointments were broken, telephone calls were not returned; after three weeks of daily effort, we gave up.

2) In addition to the general note above, it was impossible to obtain any non-user interviews at this site, since it was a small, holding prison and the inmates were only there a short period of time. We interviewed the entire resident population, all of whom claimed to be users.

3) This was an institutional project (residential training school) and the officials of the school were not especially cooperative. For that reason it was impossible to fill the user quota.

4) This was a rural project and it was very difficult to obtain non-users, since the residents were suspicious of members of the interview team who had come from a nearby city.

5) This project was located in a small community where the target group lived in an area of town geographically remote from the library. We interviewed every member of the target group who had actually used the project. The same difficulty existed with respect to the related agency personnel; the three that were interviewed were all of those in the area who had had any knowledge whatsoever of the project. Two additional people had been involved with the project, but were no longer in the area. The latter were VISTA volunteers, and although an attempt was made to locate them in order to carry out an interview by telephone or mail, the regional Community Action Agency (who had their records) failed to respond to our inquiries.

6) Although this project was classified as Mixed, the total target group population was small, and it was difficult to find non-users in that target population. (See Table IV C.1 for the size of the target group.)

7) This project was targeted towards a blind and physically handicapped group; therefore, the non-user quota was very difficult to fill, and additional users were interviewed in lieu of non-users.

Table IV C.4. Quantity and Types of Materials Provided by Visited Projects, by Special Clientele Type.

Class of Special Clientele Served	Type of Material*											
	Books	Period-icals	Pam-phlets	Slides or Films	Records	Tapes	Large-print Mat'ls.	Equip-ment	Exhibits	Other Non-print Mat'ls	Ethnic Collec-tion	Non-Eng. Mat'ls
Disadvantaged	42,890	67	315	456	769	40	25	6	1	110	141	468
Insti-tutionalized	9,779	251	339	776	55	73	102	18	4	1	36	18
Handicapped	1,692	18	838	33	133	483	192	3,420	2	25	25	16
Mixed	580,012**	400	438	454	3,201	188	79	6	4	116	188	156

*Figures in cells are mean quantities.

**The unusually high figure under "Books" for "Mixed" is due to the fact that the Los Angeles Public Library (Project CA01) considers its entire collection of 3.8 million volumes as being available to the users--service to shut ins. Eliminating CA01 would result in a mean of 120,013.

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children's books for persons in conventional facilities. Not surprisingly, there was a heavy interest in novels, ethnic materials (especially among the disadvantaged), consumer information, current affairs, and easy-to-read materials. While somewhat fewer projects had materials in auto repair, budgets, and college counselling, the numbers were still substantial. Since there is no practical way to equate the scope of the topics, we must conclude that even the lowest overall incidence (Budget & Finance, 28 cases) represents a substantial interest across all groups.

We asked respondents to indicate how well various activities were conducted in their projects. The results are shown in Table IV C.6. In interpreting the data, one must assume a halo effect that would tend to shift the responses towards the "very well" end of the continuum. The fact that there were 128 "very well" responses and 82 "fairly well" as compared to 22 for the "not very well" and "does not achieve goal" categories tends to support the assumption. Thus the "not very well" and "does not achieve goal" responses are likely to be especially indicative of difficulties encountered in operating the projects. To a large degree these difficulties relate to specific projects and are considered in Section V A.2, in conjunction with factors associated with project success or failure. Of interest here are those activities where there were relatively large percentages of negative responses. These include:

- Establishes libraries in institutions.
- Establishes special information areas in libraries.
- Adds equipment.
- Takes materials to homebound.

These four activities each had from 15% to 20% negative response. Taking the halo effect into account, the percentages indicate that these activities are likely to have difficulties associated with them on many projects where they are attempted. Perhaps special guidance with respect to these four activities should be formulated. A fifth activity, "Increases Staff," is somewhat marginal in terms of negative responses (12-1/2%); it may also require special attention.

Table IV C.7 presents a summary of project funding by clientele class. Several conclusions about funding patterns can be made from the data in the table. First, there is a considerable range in the dollar amounts spent on projects. For the disadvantaged and mixed categories the range is from $600 to $373,000. This represents a factor of over 600 times. The rather large spread appears because some very large projects cover major metropolitan areas and have many facilities (the $373,000 project was in Philadelphia and has about 100 facilities)., Additionally, in some instances the project was more than a library project and the library portion of the budget was not isolated. This was the case with respect to the largest project for the disadvantaged ($335,990). This project, in Washington, D.C., is a model cities program project and the funds cover a variety of non-library activities. The effect

Table IV C.5. Number of Projects Reporting Coverage by Topics, by Special Clienteles

TOPIC	SPECIAL CLIENTELE GROUP										
	Econ. Disadv. Black	Econ. Disadv. White	Spanish Speaking	American Indians	Migrants	Hospital-ized	Persons in Resident. Training Schools	Persons in Nursing Homes or Ext. Care	Inmates of Correc-tional Facilities	Phys. Handcpd. Includ. Blind	Aged
	14 Projects	3 Projects	4 Projects	1 Project	2 Projects	1 Project	3 Projects	3 Projects	5 Projects	4 Projects	3 Projects
Job Information	12	2	2	1	2	1	2	0	5	3	0
Health Information	11	2	2	1	2	1	2	2	4	4	2
Consumer Education	11	2	2	1	2	1	0	1	3	3	1
Current Events	12	1	2	1	2	1	3	2	5	3	2
Hobbies	10	1	2	0	2	1	2	3	5	4	2
Automobile Repairs	9	1	2	1	2	0	1	0	4	2	0
Home Repairs	8	2	2	1	2	1	0	0	4	2	0
Regular School Topics	11	2	2	1	2	1	2	1	5	4	1
Novels	11	3	3	1	2	1	1	3	5	4	3
Ethnic History or Arts	14	2	3	1	2	1	3	1	5	3	1
Legal Information	9	1	2	0	1	1	1	0	4	3	1
Budget and Finance Information	6	1	2	1	2	1	0	0	2	3	1
Child Care	10	2	2	1	2	1	0	1	2	4	0
Welfare	8	1	1	1	1	0	2	0	2	3	2
Citizenship and Government	12	1	2	1	1	1	2	0	5	3	1
English Language Books and Instruction	10	1	2	1	2	1	3	0	5	4	0
Foreign Language Books and Instruction	5	1	3	1	2	1	1	2	5	3	1
College and Counseling Information	7	1	1	1	1	1	1	2	4	2	0
Religion	8	1	2	1	2	1	0	2	5	3	1
Easy-Read Adult Books	12	2	1	1	2	1	2	3	5	3	2
Children's Books	12	2	3	1	2	1	1	2	1	4	0
Other	0	0	0	0	0	0	0	1	1	0	1

able IV C.5. Number of Projects Reporting Coverage by Topics, by Special Clienteles

SPECIAL CLIENTELE GROUP											TOTAL
on. d. ite	Spanish Speaking	American Indians	Migrants	Hospital-ized	Persons in Resident. Training Schools	Persons in Nursing Homes or Ext. Care	Inmates of Correc-tional Facilities	Phys. Handcpd. Includ. Blind	Aged	All Others	
ojects	4 Projects	1 Project	2 Projects	1 Project	3 Projects	3 Projects	5 Projects	4 Projects	3 Projects	12 Projects	55 Projects
2	2	1	2	1	2	0	5	3	0	11	41
2	2	1	2	1	2	2	4	4	2	12	45
2	2	1	2	1	0	1	3	3	1	10	37
1	2	1	2	1	3	2	5	3	2	11	45
3	2	0	2	1	2	3	5	4	2	9	43
1	2	1	2	0	1	0	4	2	0	9	31
2	2	1	2	1	0	0	4	2	0	10	32
2	2	1	2	1	2	1	5	4	1	8	40
3	3	1	2	1	1	3	5	4	3	11	48
2	3	1	2	1	3	1	5	3	1	9	44
1	2	0	1	1	1	0	4	3	1	11	34
1	2	1	2	1	0	0	2	3	1	9	28
2	2	1	2	1	0	1	2	4	0	11	36
1	1	1	1	0	2	0	2	3	2	9	31
1	2	1	1	1	2	0	5	3	1	10	39
1	2	1	2	1	3	0	5	4	0	9	38
1	3	1	2	1	1	2	5	3	1	6	31
1	1	1	1	1	1	2	4	2	0	8	29
1	2	1	2	1	0	2	5	3	1	9	36
2	1	1	2	1	2	3	5	3	2	10	44
2	3	1	2	1	1	2	1	4	0	10	39
0	0	0	0	0	0	1	1	0	1	0	3

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Table IV C.6. Activities Reported by Form P Respondents and Degree to which Activities were Perceived (by Them) as Successful.

Activity	Number Reporting that Activity Was Performed			
	Very Well	Fairly Well	Not Very Well	Does Not Achieve Goal
Establishes branch libraries	4	3		
Establishes libraries in institutions	5	9	3	
Establishes special information areas in libraries	10	3	3	
Improves existing facility	7	6		
Adds equipment	15	8	4	
Increases staff	14	7	3	
Trains staff	16	8	2	
Operates bookmobile	13	3		
Provides neighborhood book drops	6	3	1	
Takes materials to homebound	8	7	2	1
Holds meetings, lectures, or classes	11	12		
Conducts special programs	19	13	2	1

Table IV C.7. Summary of Project Funding by Clientele Class.

SPECIAL CLIENTELE CLASS	Mean and Median Dollars, Current Fiscal Year							Range, Total Dollars	
	Total	LSCA	Other Federal	State	County	City	Other	Low	High
DISADV. Mean	$58,911	$19,467	$17,652	$ 1,152	$ 8,225	$10,670	$1,745	$ 600	$335,990
Median	21,500	11,490	*	*	*	*	*		
INSTIT. Mean	22,404	7,876	2,525	10,642	1,083		278	2,000	83,800
Median	12,100	4,500	*	*	*		*		
HANDCPD. Mean	33,800	15,131	2,639	14,710	1,320			5,800	100,000
Median	13,700	10,600	*	5,775	*				
MIXED Mean	92,504	56,160	7,000	2,871	16,665	7,826	1,982	12,700	373,000
Median	38,100	12,700	*	*	*		*		

*Because of the small number of cases for which funds were provided by the sources indicated, these medians would be zero, or close to zero.

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is to skew the distribution so that the median is a better estimate of central tendency than the mean. However, there were often too few cases for the median to be used, but, where sensible, both are shown in the table. Projects serving the institutionalized and handicapped are considerably more homogeneous with respect to dollar size.

The relatively large dollar amount shown under "Other Federal" for projects serving the disadvantaged in Table IV C.7 is the result of project selection. We deliberately included some projects that were funded by federal funds other than LSCA (e.g., HUD Model Cities program and ESEA). If these projects were excluded, then the proportion of other federal funds for projects serving the disadvantaged would be considerably reduced, and would approach that in the other classes of special clienteles. Note, however, that monies from other federal sources are commonly found in LSCA projects serving <u>all</u> special clienteles.

LSCA is the prime source of funds for projects serving the disadvantaged. (Since the "mixed" category consists mostly of disadvantaged, that category need not be separately considered.) For projects serving the institutionalized and handicapped, the state takes on a major funding role and either matches or surpasses the LSCA contributions. In these two classes, Other Federal and Local government funds (County and City) are relatively low. Conversely, the local government agencies are very much involved in supporting projects that serve the disadvantaged. These patterns are consistent with local government support of local libraries (where projects for the disadvantaged are usually located); state governments primarily operate institutions and programs for the handicapped.

One statistic not available is the per capita cost of providing services. This statistic could not be determined since use data were often not available or poorly kept, even in institutions, and were virtually nonexistent for many projects serving the disadvantaged. Nevertheless, we can estimate from the reports given to us that per capita costs for projects serving the institutionalized and handicapped were of the order of $1 to $5 per year. The handicapped appear at the higher end of the range because of their need for special equipment such as talking book machines. Per capita costs for projects serving the disadvantaged are rather difficult to estimate because of the considerable disparity between the size of the targeted group and the number of users. If target group size is used, then the per capita costs are very low, often as low as a few cents per year. If the number of actual users is considered, then such costs increase, but probably not to the level of either the institutionalized or the handicapped. The order of magnitude would be about $1.

Table IV C.8 presents data concerning the use of project funds by special clientele class. As can be seen from the table, most of the funds are expended either for salaries and wages or the purchase of materials. This is true for all special clientele classes, although there are slight differences across classes--e.g., a greater expenditure for nonprint materials for the handicapped.

Table IV C.8. Use of Project Funds (by Projects Visited) by Special Clientele Class

SPECIAL CLIENTELE CLASS	USE OF FUNDS							
	Building and Other Capital Expenses	Salaries and Wages	Books and Other Print Materials	A-V and Other Non-Print Materials	Equipment	Contractual Services	Overhead	Transportation
	Mean %	Mean %	Mean %	Mean %	Mean %	Mean %	Mean %	Mean %
DISADVANTAGED	2.5	38.6	36.4	9.0	7.2	2.2	2.2	1.9
INSTITUTIONALIZED	0.0	42.8	38.2	7.2	7.5	2.2	1.2	1.1
HANDICAPPED	6.4	48.0	8.7	15.6	7.9	2.0	11.4	0.0
MIXED	0.5	64.2	18.7	2.0	4.9	0.5	9.1	0.1

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Table IV C.9 contains a listing of significant problems that were encountered in the projects. The distribution of the problems was similar for all clientele classes. Where suggested solutions were offered, they are also contained in the table. Note that many of the solutions require or imply more funding.

There is a consistently strong feeling among Form P respondents that the projects have paid off and their costs have been justified. In response to the question, "In your estimation, have the costs of the project and the effort involved in operating it been justified?", 50 of the 55 respondents said "very much so," two said "somewhat" and three replied "not very much." No one said "not at all." Again, this may be a halo effect.

The overall benefits realized from the projects are tabulated in Table IV C.10. The data in this table are based upon responses to an open-ended question. Therefore, few responses are expected, either in toto or for any given response item. For respondents as a whole, an average of slightly over two responses per interview was obtained; almost all reported some benefit. Benefits reported in looking at individual projects, where they relate to factors associated with project success or failure, are discussed below. (see Section V A.2).

Few respondents had specific suggestions for making projects more effective or for promoting library services to special clienteles in the communities other than increasing funding, staff, or facilities, or otherwise expanding the services offered. These mostly translate to more money. Those that stand out include greater use of indigenous personnel, better rapport with the community, less concern with return of books or other materials, more person-to-person contact between staff and public, and more time spent in planning a project and getting to know the community needs.

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Table IV C.9. Problems and Their Solutions Reported by Form P Respondents.

Problem	Suggested Solutions	Number of Projects Reporting Problem by Class			
		Disadv.	Inst.	Handcpd.	Mixed
Insufficient or inappropriate staff	Plan around insufficiencies Obtain more funds Use existing staff more efficiently Hire new staff Provide inservice training Hire bilingual or ethnically similar staff	6	3	4	4
Insufficient or inappropriate materials	Find good materials source Plan around insufficiencies Hold publishers' workshops Hire additional staff * Obtain more funds	3	3	4	1
Inadequate or inappropriate facilities	Plan around insufficiencies Obtain more funds	4	3	1	1
Lack of community/ agency/library support or cooperation	Increase community/agency involvement Develop interlibrary loan Institute clearinghouse among area agencies	4	4		3
Inadequate transportation	Acquire vehicle Work with local transit authority	5	1		1
Insufficient funds	Obtain more funds Eliminate state-level red tape	3	3	2	3
Red tape at state level	Make regulations more flexible Give individual projects more responsibility for use of funds	1	1	2	
Users untrained	Provide user training	1			1
Potential users unaware	Publicize project Contact agencies for names of potential users Hire indigenous staff	5	1	1	4
Potential users apathetic	Send staff to users to make contact	3		1	1
Users careless or destructive with materials	Provide training Impose fines Enlist help of neighborhood police Make reminder phone calls	2	3		1
Target area too large	Increase phone budget Use mass media Find indigenous staff Obtain more funds			1	2

*This is not illogical if one considers that the appropriate ethnic background or subject expertise might not be available within the existing staff.

Table IV C.10. Benefits Realized Through Projects Reported by Form P Respondents

BENEFITS	Number of Respondents Reporting by Project Classification				TOTAL
	Disadvantaged	Institutionalized	Handicapped	Mixed	
Positive change in user attitudes/ awareness about library	3	1	1	3	8
Positive change in librarian attitudes/ awareness about users	4	1	2		7
Library use increased	1	2	3	3	9
Improvement in library-community rapport	3	1	1		5
Improvement in interlibrary or inter-agency cooperation	2			2	4
Necessary information made available	7	1	1		9
Improvement of users' reading skills	7	4		2	13
Users encouraged to continue education	4	2	1	2	9
Users kept in contact with world	5	4	3		12
Users' self-image improved	3	2	1		6
Vocational or legal guidance provided	2	2		1	5
Local economy improved	1			1	2
Recreation provided	5	2	1	2	10
Benefits to children (general)	6				6
Ethnic balance of staff improved	1				1
Library materials supplied to group previously unserved	3	3	5	2	13

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2. Related Agency Personnel Form R Interviews

Form R respondents were selected from related agencies. These agencies were concerned with providing other services to the same special clienteles served by the projects. The agencies were usually located in the same area as the project and ranged from public welfare agencies to churches and schools. Form R respondents were staff members at these agencies who knew about the projects[1] but presumably would be less biased in that they did not have to defend the projects. The majority of Form R respondents thought that project activities were performed either very well or fairly well. There were few instances where this was not so. These data are shown in Table IV C. 11. These opinions were based either upon personal observations at the project site or on hearing about the project from users. The results tend to substantiate the data obtained from Form P respondents. Indeed, these data are skewed even more strongly to the "very well" end of the continuum.

Form R respondents were also asked how well they thought the projects met their goals. These data are summarized in Table IV C.12. As indicated in the table, almost all respondents, 83.8%, felt that the goals of the project were met very well or fairly well. Only 6.0% suggested that the goals were not very well met or not met at all. These findings are incorporated in the section of the report dealing with factors associated with success or failure of projects.

The estimates of Form R respondents of the degree to which the projects met their goals are broken down by type of clientele served in Table IV C.13[2]. Again virtually all respondents for all groups were in the "very well" or "fairly well" category. The only notable exception is in the case of residential training schools, where the respondents associated with one particular project felt it performed, with respect to its goals, "not very well."

Form R respondents were asked to indicate to what extent certain problems, identified in advance as part of the interview form, existed in the projects. A listing of the problems, along with the percentage of respondents who indicated that the problem existed, by clientele class, is contained in Table IV C.14.

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[1] We checked on this by asking the respondent his concept of the project goals. Virtually every respondent had valid concepts of the goals.

[2] Note that the term "Observed Special Clientele Group" indicates that membership of a respondent in one of these groups was "observed" by the interviewer and recorded on the form. The groups listed are those used on forms P, L, R, U, N (see Appendix A).

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By far the problem most commonly reported was lack of funds. Even so, the majority of Form R respondents, except in the case of the institutionalized, felt that there were sufficient funds for the projects. This contrasts with the general impression that money is almost always a problem. Other commonly reported problems were inadequate materials or inadequate facilities--both of which may be remedied by more funds. The lack of materials was most significant at institutions. This corresponds with the reports obtained from the project people and reflects the lack of funds as seen by Form R respondents. Although the category labeled "other" had high percentages reported for each of the four clientele classes, we may ignore these responses since many of them were blank responses and the remainder dealt either with idiosyncratic problems or were elaborations of problems reported elsewhere in the list. It is interesting to note that few respondents indicated "poor management" or "inappropriate personnel" as problems, for the subjective judgment of our site-visitors was that personnel was a key factor in either success or failure.

With respect to project goals, virtually all respondents felt that they were valid. Only 3 of 343 respondents suggested that the goals were not valid. Twenty-four respondents felt that the special clienteles might be better served if the project goals were different. Their suggestions, however, tended to indicate the same goals rather than different ones. In response to the question "How should the goals or purposes be different?", most people said the project needed more of something (staff, services, room, facilities, publicity, or funds), thereby supporting the original goal and suggesting more of it. A few offered minor modifications to the goals, such as finding out more about the clientele needs before starting the project or extending the eligibility to more people.

When asked what benefits accrued to members of the special clientele as a result of the project, most respondents gave vague answers that were generally positive in tone, such as providing materials for the needy, providing entertainment, or facilitating education or the acquisition of knowledge. Almost none reported negative feelings, and very few reported anything other than general feelings. In a few instances, there were reports of improved school performance or help in getting jobs. The reports were too general to be of much use beyond the fact that the overwhelming feeling was positively disposed with regard to the projects.

As was the case with Form P respondents, the suggestions made as to how to improve the project or better meet the needs of the clientele served were mundane. They included such generalities as obtaining more materials, more staff, or more of something. Here again, the responses were of little value for any analytic purposes.

Table IV C.11. Activities Reported by Form R Respondents and Degree to which Activities were Perceived as Successful.

Activity	Number Reporting that Activity Was Performed			
	Very Well	Fairly Well	Not Very Well	Does Not Achieve Goal
Establishes branch libraries	31	7		
Establishes libraries in institutions	41	20	2	
Establishes special information areas in libraries	31	10	4	
Improves existing facility	36	10	2	
Adds equipment	54	15	4	
Increases staff	22	10	3	
Trains staff	41	12	2	
Operates bookmobile	89	7	5	1
Provides neighborhood book drops	29	10		
Takes materials to homebound	35	6	2	
Holds meetings, lecture, or classes	53	8	1	
Conducts special programs	97	17		1

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Table IV C.12. Overall Estimate of Degree to Which Projects Met Their Goals (Form R Respondents).

GOALS MET	NUMBER REPORTING	PERCENT REPORTING
VERY WELL	203	59.1%
FAIRLY WELL	85	24.7%
NOT VERY WELL	18	5.2%
HAS NOT SET ITS GOALS	3	0.8%
DON'T KNOW	14	4.0%
OTHER	20	5.8%

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Table IV C.13. Estimate of Degree to Which Projects Met Their Go
by Observed Clientele Group (Form R Respondents).

GOALS MET	SPECIAL CLI (PERCENT						
	ECO DIS BLK	ECO DIS WHIT	SPAN SPKG	ASIAN	AMER IND	OTHR NON ENG	MIG- RANT
VERY WELL	84.6	65.7	50.0		50.0		
FAIRLY WELL	15.3	20.0	34.6		50.0		
NOT VERY WELL	0.0	5.7	3.8		0.0		
HAS NOT MET ITS GOALS	0.0	0.0	0.0		0.0		
DON'T KNOW	0.0	8.5	11.5		0.0		
OTHER	0.0	0.0	0.0		0.0		

Table IV C.14. Problems Associated With Projects, by Project Class (Form R Respondents).

PROBLEM	PERC RE	
	DISAD- VANTAGED	T
BASIC IDEA INAPPROPRIATE	0.0%	
INSUFFICIENT FUNDS	23.2%	
INSUFFICIENT OR INADEQUATE PLANNING	8.9%	
POOR MANAGEMENT	3.5%	
FAILURE TO OBTAIN FEEDBACK FROM TARGET USERS	7.1%	
INADEQUATE MATERIALS	10.7%	
INAPPROPRIATE MATERIALS	1.7%	
PROMO LOCATION	0.0%	
INADEQUATE FACILITIES	10.7%	
INAPPROPRIATE PERSONNEL	1.7%	
INEFFECTIVE METHODS OF CONDUCTING PROJECT	0.0%	
INADEQUATE PUBLICITY	14.2%	
OTHER	26.7%	

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ree to Which Projects Met Their Goals,
entele Group (Form R Respondents).

	SPECIAL CLIENTELE GROUP (PERCENT REPORTING)											
	ASIAN	AMER IND	OTHR NON ENG	MIG-RANT	HOSP	RESID TRNG SCHL	NUR HOME	CORR FAC	OTHR INST	PHY HNDCP	AGED	
.0		50.0				11.1	85.7	100.0	100.0	40.0	0.0	
.6		50.0				44.4	14.2	0.0	0.0	60.0	100.0	
.8		0.0				44.4	0.0	0.0	0.0	0.0	0.0	
.0		0.0				0.0	0.0	0.0	0.0	0.0	0.0	
.5		0.0				0.0	0.0	0.0	0.0	0.0	0.0	
.0		0.0				0.0	0.0	0.0	0.0	0.0	0.0	

ated With Projects, by Project
espondents).

	PERCENTAGE OF RESPONDENTS REPORTING THE PROBLEM			
	DISAD-VANTAGED	INSTITU-TIONALIZED	HANDI-CAPPED	MIXED
	0.0%	3.4%	0.0%	0.0%
	23.2%	62.0%	38.4%	50.0%
NING	8.9%	0.0%	0.0%	7.1%
	3.5%	0.0%	0.0%	7.1%
TARGET USERS	7.1%	10.3%	7.6%	7.1%
	10.7%	31.0%	11.5%	7.1%
	1.7%	13.7%	0.0%	0.0%
	0.0%	3.4%	0.0%	0.0%
	10.7%	13.7%	11.5%	3.5%
	1.7%	3.4%	0.0%	7.1%
NG PROJECT	0.0%	6.8%	0.0%	0.0%
	14.2%	6.8%	11.5%	7.1%
	26.7%	27.5%	38.4%	46.4%

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3. Library Personnel Form L Interviews

Form L respondents were usually librarians who were affiliated with the library organization in which the project was embedded but generally were not, themselves, associated with the projects. A few had some formal association with the project as an advisor, consultant, or participant. Most Form L respondents had had some interaction with the project. While most Form L respondents were librarians, a few were nonlibrarian personnel that were in a librarian-like role with respect to the project or library system. All Form L respondents were able to describe the primary goals of the project correctly. The Form L interview form was similar to Form R. A few questions were omitted, and others were added, based upon our estimates of what Form L respondents would be likely to know. The overall estimates by Form L respondents of the degree to which the projects met their goals is shown in Table IV C.15. These data are very similar to those reported by Form R respondents, with a slight tendency to be more favorable than the Form R respondents were. As with Form R, there were very few cases of "not very well" and only one case of "has not met its goals." Less than 20% of Form L respondents felt it would be possible to reach more targeted users. The common suggestions for reaching such users included greater publicity and more coordination with related agencies.

A high percentage of Form L respondents, 88.7%, felt the projects were very much justified in terms of project cost; only 3% (4 out of 133 cases) felt that project costs were not very much justified. No respondents felt that the costs were not at all justified. This provides strong support to the opinions expressed by Form R respondents.

The distribution of problems associated with projects as reported by Form L (Table IV C.16) respondents was similar to that reported by Form R respondents. In both cases, lack of funds was the most significant problem reported (discounting the "other" category for the same reasons previously cited). The distributions are similar in several other respects although there is greater heterogeneity of responses among Form L respondents.

Responses to questions such as "What benefits have accrued as a result of the project?" and "What suggestions have you on how to improve the project or provide better services to the special clientele?" were similar to that obtained for Form R. That is, most responses were generalities, such as more people reached, better access to books, and better service for the special clientele (for benefits) and get more money, staff, facilities, etc. (for suggestions). One rather unique suggestion was to open school libraries during the summer and at other times such as weekends and make the materials available to members of the special clientele. Another interesting suggestion was to provide some kind of child-care facility for mothers with young children.

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Table IV C.15. Overall Estimate of Degree to Which Projects Met Their Goals (Form L Respondents).

GOALS MET	NUMBER REPORTING	PERCENT REPORTING
VERY WELL	67	48.2%
FAIRLY WELL	49	35.2%
NOT VERY WELL	7	5.0%
HAS NOT MET ITS GOALS	1	0.7%
DON'T KNOW	2	1.4%
OTHER	13	9.3%

Table IV C.16 Problems Associated with Projects, by Project Class (Form L Respondents).

PROBLEM	PERCENTAGE OF RESPONDENTS REPORTING THE PROBLEM			
	DISADVANTAGED	INSTITUTIONALIZED	HANDICAPPED	MIXED
BASIC IDEA INAPPROPRIATE	0.0%	0.0%	0.0%	0.0%
INSUFFICIENT FUNDS	30.0%	34.0%	30.0%	41.7%
INSUFFICIENT OR INADEQUATE PLANNING	6.7%	0.0%	0.0%	0.0%
POOR MANAGEMENT	5.0%	0.0%	0.0%	0.0%
FAILURE TO OBTAIN FEEDBACK FROM TARGET USERS	8.3%	6.4%	6.7%	4.2%
INADEQUATE MATERIALS	5.0%	14.9%	10.0%	4.2%
INAPPROPRIATE MATERIALS	6.7%	10.6%	0.0%	4.2%
WRONG LOCATION	0.0%	2.1%	0.0%	0.0%
INADEQUATE FACILITIES	11.7%	6.4%	6.7%	4.2%
INAPPROPRIATE PERSONNEL	1.7%	2.1%	0.0%	4.2%
INEFFECTIVE METHODS OF CONDUCTING PROJECT	1.7%	4.3%	0.0%	0.0%
INADEQUATE PUBLICITY	10.0%	2.1%	13.3%	0.0%
OTHER	13.3%	17.0%	33.0%	37.5%

4. Form N Respondents--Non-user Special Clientele

Form N respondents were members of the targeted clientele groups who knew of the project but made no use of it. They were randomly selected among the targeted group on a quota basis so as to have the same characteristics as the Form U respondents, q.v. Initially, people were asked if they were aware of the project and those who were not aware were not interviewed. They were then asked if they had made use of the project. If their response was yes, then they were considered users and, depending upon their meeting certain criteria, were either dropped or incorporated into the user sample. Those that still qualified were then further screened in terms of the matching variables with Form U respondents for that project.

There was a special interest in learning by what means the special clientele became aware of the projects. The ways in which non-users learned about the projects are shown in Table IV C.17. Relatively few learned about the projects from sources that we guessed, on an a priori basis, would be the most likely sources of information. The largest number reported, except for nonresponses, was in the "other" category. Many of these responses referred to project staff members who were not recognized as "employees"--the preceding item on the list. We would estimate that count N for "employees" should be as high as 200. There appears to be a considerable effort on the part of the staffs of the projects to get people to use their projects. Nonrespondents were largely those who did not recall how they learned about a project or may have offered that it was commonly known about in the community. The categories "friends" and "school" were significant sources, but TV or radio was rarely a source since it is rarely used by projects. We may note, however, that TV and radio seemed to be effective means of publicity where used.

We were particularly interested in the reasons that the non-users gave for not using the project. The distribution of responses to this question is shown in Table IV C.18. Each class seems to have its own profile, although there are similarities across classes. The large number of "other" responses is due to the fact that interviewers frequently recorded gratuitous remarks by the respondents in the "other" place on the interview form that were elaborations of comments already recorded. For example, a respondent had said that he "would rather do other things," then, when asked if there was any other reason, said, "well, I'd rather watch TV." Both response categories were checked. This duplication accounts for probably more than half of the "other" responses. The remaining "other" responses were either too vague or too diverse to have any consistent meaning.

The response "don't have enough time" was high for all classes other than the handicapped. This was also true of the response "would rather do other things." We suggest that these two responses really mean the same thing and, when combined, suggest that only one-third to one-half of disadvantaged and institutionalized target groups are really aware of the projects. To some large degree this is likely due to the lack of reading skills among these

clientele. Among the disadvantaged and handicapped there were considerable numbers of people who did not know what the project offered. This suggests a significant lack of publicity and corresponds to the percentage of Forms L and R respondents who indicated a need for more publicity. Institutions as a group seem to be faced with a set of problems concerning the quantity of materials, the interest level of those materials, and restricted access in terms of hours of operation. Indeed "too few materials" and "materials of no interest" account for 39.7% of the reasons given by the institutional respondents.

We were interested in whether any significant portion of non-users ever made use of any library or project similar to the one under discussion. Four hundred and sixty-four, or 35%, said that they had.

Four hundred and sixty-nine, or about 36%, of the non-users said they would not use the project in its present form. The converse of this statement is that almost two-thirds of the respondents said they would, but it is likely that many did not want to make such a negative statement (i.e. the "tell them what they want to hear" response). We explored whether or not they would use the project if it were changed and somehow improved. Five hundred and sixty-eight or 43% said they would make use of the project if it were changed.

Some of the suggestions that were offered to change the project so that, presumably, the non-user would be attracted to using it were "advertise new books," or requests for specific periodical titles or works by a particular author. One curious response was "would like a swimming pool." Others requested project personnel who were of their own ethnic background or who spoke their language (e.g., Spanish). Many made no suggestions whatever, making it difficult to know what should be changed. We can speculate that in some instances the respondents were embarrassed or reluctant to indicate that they did not like particular project personnel.

We also attempted to learn about the non-user attitudes about the project. This was done indirectly by asking about community attitude. The data are presented in Table IV C.19. These data are of interest when compared to the attitudes of users, which is done in the section that follows.[1]

Demographic data about non-users were obtained and these are shown in Table IV C.20.

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[1]Note that the term "Observed Special Clientele Group" indicates that membership of a respondent in one of these groups was "observed" by the interviewer and recorded on the form. The groups listed are those used on forms P, L, R, U, N (see Appendix A).

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Table IV C.17. Ways in Which Non-users Learned About Project

LEARNED FROM	NUMBER REPORTING	PERCENT REPORTING
NEWSPAPER	27	1.9%
BROCHURE OR PAMPHLET	25	1.8%
FRIENDS	219	15.8%
MY CHILDREN	81	5.8%
MEETING OF COMMUNITY GROUP	20	1.4%
TELEVISION OR RADIO	8	0.6%
SIGNS OR POSTERS	52	3.7%
SCHOOL	119	8.6%
FROM AN EMPLOYEE AT THE PROJECT	65	4.7%
OTHER	221	15.9%
BLANK	550	31.7%
TOTALS	1387*	99.9

*This number exceeds the number of respondents, 1313, because a few respondents gave two or more sources.

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Table IV C.18. Reasons for Non-use by Clientele Class

REASON	PERCENT BY CLASS*			
	DISADVANTAGED	INSTITUTIONALIZED	HANDICAPPED	MIXED
NO ONE THERE WHO SPEAKS THE LANGUAGE	3.1%	0.8%	0.0%	1.0%
OTHER LANGUAGE DIFFICULTIES	0.3%	0.8%	0.0%	2.1%
TOO FEW STAFF MEMBERS	0.7%	3.2%	0.5%	0.7%
STAFF WITHOUT APPROPRIATE ETHNIC BACKGROUND	0.7%	0.4%	0.0%	1.0%
TRANSPORTATION PROBLEMS	8.3%	0.8%	9.3%	5.7%
HOURS OF OPERATION INCONVENIENT	6.8%	19.5%	0.0%	2.5%
TOO FEW MATERIALS	5.3%	12.6%	2.6%	2.8%
MATERIALS OF NO INTEREST	3.8%	25.3%	5.7%	8.6%
DON'T KNOW HOW TO GET MATERIALS	3.3%	3.2%	8.3%	2.8%
PROGRAMS AND ACTIVITIES OF NO INTEREST	9.2%	14.2%	7.2%	13.6%
DON'T KNOW WHAT IT OFFERS	21.2%	2.4%	16.1%	7.5%
DON'T KNOW HOW TO USE FACILITY	2.5%	4.0%	4.1%	1.4%
DON'T HAVE ENOUGH TIME	20.1%	23.2%	8.8%	21.8%
NOT ENOUGH ROOM	0.7%	2.8%	1.0%	2.8%
TOO MUCH NOISE	1.1%	5.3%	0.5%	0.0%
ATMOSPHERE TOO FORMAL	0.1%	1.6%	0.0%	0.3%
DON'T KNOW HOW TO GET LIBRARY CARD	3.3%	0.0%	0.5%	2.1%
DON'T KNOW HOW TO USE CARD CATALOG	0.9%	1.6%	0.5%	1.7%
ATTITUDE OF LIBRARIAN	0.9%	5.3%	0.0%	1.0%
WOULD RATHER DO OTHER THINGS	12.9%	21.2%	8.3%	10.0%
OTHER	30.0%	36.3%	41.6%	47.3%

*Percentages exceed 100% because some respondents gave two or more reasons.

Table IV C.19 Attitude in the Community Toward Projects as Seen by Non-Users, by Observed Special Clientele Group.

| ATTITUDE | SPECIAL CLIENTELE GROUP (PERCENT REPORTING ATTITUDE) | | |

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Table IV C.20 Demographic Distribution of Form N Respondents.*

N.B. For unknown reasons, some interviewers failed to record sex of respondents.

	DISADV		INSTIT		HANDCPD		MIXED		TOTAL	
	N	%	N	%	N	%	N	%	N	%
SEX										
MALE	207	37.1	100	49.5	30	33.7	90	26.1	427	35.8
FEMALE	350	62.9	102	50.5	59	66.3	254	73.9	765	64.2
SUM	557		202		89		344		1192	
AGE										
UNDER 6	1	0.2	1	.5	1	1.0	0	0	3	.2
6 - 11	53	8.8	0	0	0	0	13	3.4	66	5.2
12 - 15	54	9.1	40	20.0	1	1.0	16	4.2	111	8.7
16 - 18	99	16.6	45	22.5	3	3.4	24	6.4	171	13.5
19 - 25	115	19.3	24	12.0	12	13.8	49	13.0	200	15.8
26 - 40	91	15.3	30	15.0	35	40.2	70	18.6	226	17.8
41 - 60	91	15.3	17	8.5	15	17.2	68	18.0	200	15.8
Over 60	91	15.3	43	21.5	20	23.0	136	36.0	290	22.9
SUM	596		200		87		376		1268	
OCCUPATION										
BUILDING TRADES	6	1.6	3	2.7	1	2.5	12	4.4	22	2.8
CLERICAL/SALES/OFFICE/STORE	59	16.2	10	27.3	8	20.0	10	3.6	87	11.0
FACTORY WORKER/MECHANIC	31	8.5	12	10.9	12	30.0	23	8.4	78	9.9
HOTEL/RESTAURANT WORKER	13	3.6	12	10.9	2	5.0	13	4.7	40	5.1
JANITOR MAINTENANCE/LABORER	17	4.7	13	11.8	3	7.5	14	5.1	47	5.9
MAID	5	1.4	1	.9	2	5.0	3	1.1	11	1.4
NURSE	3	8.2	0	.0	0	0	5	1.8	8	1.0
NURSE AIDE/TEACHER AIDE, ETC.	15	4.1	1	.9	1	2.5	9	3.3	26	3.3
HOUSEWIFE	100	27.5	4	3.6	4	10.0	87	31.7	197	24.9
OTHER	115	31.6	54	49.1	7	17.5	98	35.7	274	34.7
SUM	364		110		40		274		790	
EDUCATION										
3RD GRADE	54	9.8	5	2.6	4	4.8	17	4.6	80	6.7
6TH GRADE	73	13.3	24	12.3	9	10.8	36	9.7	142	11.9
8TH GRADE	140	25.5	79	40.4	15	18.1	81	21.9	315	26.3
11TH GRADE	80	14.6	40	20.5	11	13.2	53	14.3	184	15.4
FINISHED HIGH SCHOOL	106	19.3	25	12.8	29	34.9	108	29.2	268	22.4
SOME COLLEGE OR TECHNICAL	61	11.1	13	6.7	9	10.8	50	13.5	133	11.1
FINISHED COLLEGE	19	3.5	6	3.1	6	7.2	17	4.6	48	4.0
GRADUATE STUDY	15	2.7	3	1.5	0	0	8	2.2	26	2.2
SUM	548		195		83		370		1196	

*Percentage totals within groups are frequently less than 100% because blanks, other responses, and "decline to state" are not included.

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5. Form U Respondents--Users

Form U respondents were people in the targeted group who were current project users. They were randomly selected from among the project users so as to represent certain demographic characteristics of project users that were obtained from the project director. For example, if a project served all adults and they were 80% black, evenly distributed male and female, and not aged, we would try to get 8 black males, 8 black females, 2 non-black males, and 2 non-black females, distributed across young and middle-aged adults. These quotas were then used for Form N samples as well.

After determining that the respondents were qualified project users, we attempted to learn how they found out about the projects. The data are shown in Table IV C.21 The fact that many users learned about the project from friends or through school was anticipated. Word-of-mouth advertising in the community is looked upon as probably the most effective means of advertising by most project people. The very low figures associated with such items as newspaper, brochures, and radio and TV reflect the low use of those media. The high figures under "other" are due largely to a misinterpretation on the part of the interviewees. The majority of those responses should have been under "employee at the project." That is, project staff members were often listed in the specification that was asked whenever an "other" response was given. Apparently, the respondents did not think of the project staff as "employees at the project." The responses to this item closely parallel the responses obtained from non-users.

We next ascertained the frequency of project use. These data are shown by clientele type in Table IV C.22. As indicated in the table, most people in most clientele groups used the project at least once a month and the majority did so at least once a week. There were some notable exceptions. The physically handicapped made what appears to be infrequent use of the project. This is a matter partly of restricted mobility; and partly of interpretation. For example, getting a talking book machine (for the blind) was frequently considered as using the project, whereas getting records in the mail thereafter was not. The ratio between misinterpretation and restricted mobility is not known, but we believe the low figure in the $\geq$ 1/wk column for the American Indian reflects the restricted mobility of the reservation Indian.

The kinds of materials borrowed from or used at the projects is indicated in Table IV C.23, the data in which are presented by observed clientele group.

The column labeled "W" (wants) refers to material wanted but not now available at the project. Sometimes this referred to a particular kind of material. For example, some disadvantaged blacks stated they wanted "books" which are generally available at all projects. The statement of want here related to specific types of books that are not available. Most users, in almost all special clientele groups, report a heavy use of books. This in part reflects the fact that most projects provide books as the main stock in trade. The low figure for most groups under "wants" and "books," coupled with the high usage of books, suggusts that the projects are mostly on target insofar as books are concerned. For most clientele groups, the percentage of people expressing that they wanted some particular materials that they do not now receive was low to moderate. Only in a few cases did as many as one-quarter to one-third of the respondents indicate any wants not now being taken care of. There was one notable exception--that is in the case of clientele group Disadvantaged, Institutionalized, and Handicapped. Here the percentages were quite high for most of the library materials. However, these data are based on 9 cases and their reliability is subject to question.

One of the types of materials that was consistently in demand across many of the clientele groups was tapes. This would include all forms of tape recordings. One might expect that in this day and age cassettes would dominate, but cassettes are just beginning to be widely used in libraries. Other audio-visual devices such as slides, films, projectors, and records were also in some demand. Perhaps libraries need to consider more use of audio-visual materials.

The topical areas of interest to the project users are shown in Table IV C.24. The most striking aspect of the data in Table IV C.24 in the high percentage of respondents who failed to indicate an interest in the topical areas listed. For almost every topic the percentage of "no response" completely outweighs the response indicating that a particular topic is "important", or is "not important", but still an interest. Only the topic novels had a rather high positive indication of importance, and even there, the greater number of clientele types had less than 50 percent indicating novels as being important. The highest positive percentage in the table was 74 percent of respondents served by a combination Disadvantaged and Institutionalized project, indicating that legal information was important. On the other hand, a very great many topics had 100 percent non-response in one or more clientele types. The topic which received the lowest amount of interest appears to be welfare, and curiously, the clientele type ranking welfare information as most important were respondents in Residential Training Schools, who, presumably, would not have welfare needs. The many disadvantaged groups one would expect to have some interest in welfare information either registered none, whatsoever, or very low percentages.

Going through the list of topics we note that the highest response in terms of job information was for the Disadvantaged and Institutionalized group. Also high was the response from persons in residential training schools. In the topic of health information the highest response was from Disadvantaged and Institutionalized,

and the next highest response was from Disadvantaged Blacks. For consumer education the highest response again came from the combination Disadvantaged and Institutionalized. Again the next highest was from Disadvantaged Blacks. Current affairs received a higher response from Inmates of correctional institutions, which may reflect their isolation from the outside world. The next highest response came from the category Persons in Hospitals, Nursing Homes (and other institutionalized combinations) which probably reflects the same isolation. The topic hobbies elicited the most response from persons in Residential Training Schools. The second highest for that topic came from Other Combinations of Disadvantaged. It has been reported in the literature in the past that automobile repairs was a topic of interest to some disadvantaged groups, but, in general, very low interest was registered, the highest coming from Migrants. This might be explained, perhaps, because of the migrant's dependence upon his automobile to move from one working area to another. The next highest interest in automobile repairs came from persons in Residential Training Schools, who would have had no immediate need for the information. Home repairs also ranked very low as a topic of interest, with the highest response coming from the catch-all category Others. Regular school topics were almost as high interest as novels, which has been mentioned already as the topic receiving the highest positive response. Again, persons in Residential Training Schools indicated the most interest in regular school topics, followed closely by Mexican Americans, and Disadvantaged Blacks. Ethnic history or arts presumably should have raised considerable interest among some obvious clientele groups of foreign extraction. Yet the highest response came from the combination category Disadvantaged and Institutionalized, 62 percent of whose respondents thought the topic of importance. The next highest response came from inmates of correctional institutions, many of whom are members of ethnic minorities. Poetry and drama, curiously, elicited much more interest than many of the "practical" topics, with two special clientele types, Disadvantaged and Institutionalized, and Handicapped registering higher responses. Legal information has already been covered above. Budget and Finance information received the most attention from the Disadvantaged and Institutionalized category, all other categories registering fairly low interest.

Surprisingly, most of the respondents were not especially interested in child care; the highest response came from the combination Disadvantaged, Institutionalized and Handicapped. Curiously, the next highest came from persons in Residential Training Schools, although perhaps this interest stemmed from class assignments rather than self-generated interest in the topic. Welfare has already been mentioned above as being possibly the category arousing the least interest overall. Citizenship and government was of most interest to the combination Disadvantaged and Institutionalized. English language books and instruction was of most interest to Disadvantaged Blacks and to Mexican Americans. Both of these clientele types indicated 28 percent in ranking the topic of importance. In the case of foreign language books and instruction the same percentage, 28, was the highest and that came from persons in Residential Training Schools. This may be due to class assignments again rather than self-generated interest. On the other hand, the next highest percentage (20) came from Inmates of correctional institutions.

College and counseling information ranked highest with the Disadvantaged and Institutionalized combination category, and next highest with Inmates in correctional institutions. This seems curious since the percentage of inmates in correctional institutions who have gone into higher education is relatively low. The topic of religion received highest ranking of 44 percent from the combination category Disadvantaged, Institutionalized and Handicapped. The next highest, 35 percent, came from the Disadvantaged and Institutionalized combination. Easy-to-read adult books which some librarians feel are very important for ethnic minorities in particular, received its highest ranking with 23 percent from Hospitalized, Nursing homes, Handicapped and Aged combination, not exactly the type of user that most of the librarians had in mind when they indicated the importance of this type of material. We might point out that this category did not necessarily include "large-print books", but simply low-vocabulary high-interest. Childrens books ranked surprisingly high compared to many other of the more "practical" topics on the list. Fifty-six percent of the combination category Disadvantaged, Institutionalized and Handicapped ranked it important. Disadvantaged Blacks, and Migrants also thought it important with a 43 percent positive response. The final topic other received its highest ranking from Migrants of whom 45 percent thought other topical areas would be important. It would be interesting to know exactly what topical areas they thought would be important, since none of the other groups came close to 45 percent. The next highest response was 35 percent from the Disadvantaged and Institutionalized combination.

Some groups followed obvious patterns: e.g. hospitalized individuals had relatively little interest in almost anything except novels. This is not surprising among those who are ill. The greatest surprise, of course, is the fact that many groups did not respond to any particular topic. The average percent response was not calculated, but looking at the table one's impression is that the overall average response would probably fall in the low 20's. This prompts the question, "what is it, then, that users want from projects if not materials on particular topics?"

Almost all users said that they used the project for some purpose other than to obtain materials. The data are contained in Table IV C.25. Not surprisingly, many users use the library as a place to read or study and a significant number consider the "librarian" as an information resource. It also serves as a social center for some, especially in institutions. The high percentage of institutionalized reporting other use refers to the practice in residential training schools of using the library as a place to send inmates if a particular school class is cancelled because the teacher is ill or because several teachers go to a staff meeting. The inmates are locked in the library, and to them it does not seem to be a "reading or working area" under those circumstances.

Nine hundred and seventeen individuals, or 81.5% indicated that the project satisfied their needs. For those who responded that the project did not satisfy their needs (208 individuals or 18.5%), we asked why not. Their responses are shown in Table IV C.26. The most striking response was "not enough materials." Only in

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the case of Spanish-speaking and American Indian projects were other named reasons higher. For Spanish speaking, "lack of sufficient staff" was mentioned most frequently, while for the American Indian, "materials not of interest" and "not enough space" were the main reasons for dissatisfaction. The high number of responses in the "other" category by physically handicapped and aged users either reflects confusion or misunderstanding or represents a repetition of one of the specified reasons. For example, one respondent answered "not enough large print books" rather than picking "not enough materials." For the handicapped, the lack of ramps for users in wheel chairs was noted; for the blind, lack of braille materials, etc.

We were especially interested in determining what suggestions users had for improving their projects. The question was open-ended, but the responses lent themselves to classification by 15 categories. The data are contained in Table IV C.27 and are shown by observed clientele group. Note the preponderance of responses for more interesting materials or materials in particular topical areas consonant with the user's interests for almost all groups. "More convenient hours" was frequently suggested by respondents in many groups. Other suggestions were idiosyncratic, relating to the special needs of particular groups, e.g., 25% of other non-English speaking respondents suggested bilingual librarians.

The attitudes of the users, as judged by their response to the "attitudes in the communities" question, is shown in Table IV C.28. The majority of users felt that the community attitude towards projects was favorable. We believe they were expressing indirectly their own attitudes. The two more favorable categories, when totaled together, in all cases, add up at least to 50 percent, and in most instances add up to significantly more than 50 percent. Curiously, the Hospitalized group had the lowest response in the very favorable-used often category. The highest positive response came from the two groups Physically Handicapped, and Aged who tied. The group registering the highest percent in a category unfavorable-seldom used was the Other Non-English speaking. One quarter of that group indicated dissatisfaction. It would have been interesting to know what the "other" attitudes were, since (in several instances) fairly high percentages (e.g. 25%) indicated that attitude. The American Indian group indicated the highest percentage in the category many are unaware of it, perhaps reflecting the relative isolation of Indians served by projects. A comparison of user responses with non-user responses will be found in Section IV C.6 below.

The demographic distribution of Form U respondents is shown in Table IV C.29. We next related demographic variables to the frequences of use. This was done for each of the four major special clientele categories. The demographic variables used were sex, age group, occupation, and education level. The distributions of frequency of use data for each of the four clientele classes are shown in Tables IV C.30 through C.33. Several observations can be made from the data in these tables. First, there are different use patterns, i.e., frequency of use, related to the class of clientele served. This is especially noticeable with respect to the institutionalized and the physically handicapped and aged. In the former group, there is a very high frequency of use $\geq$1/wk. This is

due to the fact that the users are, in a literal sense, members of a captive audience, and in some instances may be coerced into using the project. In the latter group, the frequency of use ≥1/wk is low because these users are often restricted in their mobility and can't get to the project quite as readily as others. As a result, among the physically handicapped and aged, over 50% use the project ≤1/yr. For most clientele groups, age does not appear to be significantly related to frequency of use. In one category, projects serving mixed groups, there was a sex-related difference. This was likely due to a mixed project that served primarily older females and/or handicapped females.

There was no systematic relationship between frequency of use and age. Some figures here are a function of the group served; that is, there were very few young handicapped people--and of those who were, none responded to the frequency of use question--and the 100% under Institutionalized, ≥1/wk. is due to the fact that the people in the institution were all required to use or attend the project. Similarly, there was a lack of any consistent relationship between frequency of use and either occupation or education. Thus, it appears that frequency of use is not a function of the demographic variables we chose to study. This is contrary to expectation, at least insofar as level of education is concerned.

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Table IV C.21. Ways in Which Users Learned About
Special Clientele Group.

LEARNED ABOUT PROJECT FROM	PERCENT						
	ECO DIS BLK	ECO DIS WHIT	SPAN INST	ASIAN	AMER IND	OTHR NON ENG	MIG-RANT
NEWSPAPER	2.6	2.2	11.1	0.0	0.0	0.0	4.
BROCHURE OR PAMPHLET	2.9	1.1	4.1	12.5	0.0	0.0	0.
FRIENDS	33.4	20.2	36.1	25.0	20.0	0.0	40.
CHILDREN	2.2	3.9	6.9	0.0	0.0	0.0	0.
COMMUNITY GROUP	2.6	5.6	0.0	0.0	0.0	0.0	0.
RADIO OR TELEVISION	0.9	0.5	1.3	0.0	0.0	0.0	0.
SCHOOL	18.0	13.4	5.5	0.0	6.6	75.0	0.
SIGNS OR POSTERS	4.5	2.2	4.1	12.5	0.0	0.0	4.
EMPLOYEE AT THE PROJECT	8.1	12.9	2.7	0.0	0.0	0.0	0.
OTHER	24.2	37.6	27.7	50.0	73.3	25.0	52.

Table IV C.22. Frequency of Project Use Reported b
Observed Special Clientele Group

SPECIAL CLIENTELE	FREQ
	≥ 1/WK
DISADVANTAGED BLACK	64.9%
DISADVANTAGED WHITE	57.4%
SPANISH SPEAKING	46.2%
ASIANS	60.0%
AMERICAN INDIAN	35.7%
OTHER NON-ENGLISH SPEAKING	50.0%
MIGRANTS	66.6%
HOSPITALIZED	64.7%
PERSON IN RESIDENTIAL TRAINING SCHOOL	80.0%
PERSON IN NURSING HOME	39.2%
INMATE OF CORRECTIONAL FACILITY	80.0%
OTHER INSTITUTIONALIZED	94.1%
PHYSICALLY HANDICAPPED, INCL. BLIND	11.1%
AGED	51.2%

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.21. Ways in Which Users Learned About Projects, by Observed Special Clientele Group.

PERCENT OF GROUP											
SPAN INST	ASIAN	AMER IND	OTHR NON ENG	MIG-RANT	HOSP	RESID TRNG SCHL	NUR HOME	CORR FAC	OTHR INST	PHY HNDCP	AGED
11.1	0.0	0.0	0.0	4.0	0.0	0.0	1.1	0.4	0.0	3.9	12.2
4.1	12.5	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0	1.3	3.5
36.1	25.0	20.0	0.0	40.0	5.2	11.1	10.2	30.8	12.5	21.0	35.0
6.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.5	5.2
0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1	7.5	0.0	1.3	5.2
1.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9	0.0	3.9	1.7
5.5	0.0	6.6	75.0	0.0	0.0	0.0	1.1	16.1	2.0	6.5	8.7
4.1	12.5	0.0	0.0	4.0	0.0	22.2	1.1	3.3	0.0	0.0	3.5
2.7	0.0	0.0	0.0	0.0	47.3	0.0	28.4	12.3	25.0	6.5	0.0
27.7	50.0	73.3	25.0	52.0	47.3	66.6	56.8	27.9	60.4	48.6	24.5

22. Frequency of Project Use Reported by Users, by Observed Special Clientele Group

	FREQUENCY OF USE (PERCENT)			
	≥ 1/WK	1/MO OR MORE	1 EVERY FEW MO	< 1/YR
	64.9%	18.4%	8.6%	7.9
	57.4%	21.9%	7.0%	13.4
	46.2%	29.8%	5.5%	17.5
	66.6%	11.1%	11.1%	11.1
	35.7%	42.8%	14.2%	7.1
	50.0%	0.0%	0.0%	50.0%
	66.6%	33.3%	0.0%	0.0%
	64.7%	23.5%	5.9%	5.9
IMG SCHOOL	80.0%	0.0%	10.0%	10.0
	39.2%	25.0%	3.5%	32.1
LITY	80.9%	16.5%	2.0%	0.9
	94.1%	2.9%	0.0%	2.9
L. BLIND	11.1%	7.4%	5.5%	75.9%
	51.2%	20.5%	10.2%	17.9

Table IV C.23. Types of Material Borrowed or Used vs. Types Wanted, by Observed Clientele Group.

NOTE: BORROWS = B; WANTS = W; Number in Group = N	ECO DISADV BLACKS N = 119		ECO DISADV WHITES N = 72		SPANISH SPKG N = 18		AMERICAN INDIANS N = 17		MIGRANTS N = 42		PERS IN NURSING HOMES N = 40		PERS IN TRAINING SCHOOLS N = 65		INMATE N = 92	
TYPE OF MATERIAL	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	
BOOKS	93	3	68	7	94	17	94	0	93	10	90	3	97	18	99	1
MAGAZINES	29	23	19	10	17	11	0	18	50	12	25	5	58	11	46	1
PAMPHLETS	15	13	3	1	11	6	0	6	10	0	3	0	9	5	18	
SLIDES OR FILMS	13	31	27	11	0	17	0	6	0	5	25	5	26	17	7	3
SLIDE OR FILM PROJECTORS	3	15	15	8	0	0	0	0	0	7	0	3	17	6	4	2
PHONOGRAPH RECORDS	16	17	25	10	0	11	0	6	36	7	0	0	51	20	24	3
TAPES	14	24	4	10	0	22	0	18	2	7	5	0	32	26	5	4
LARGE-PRINT MATERIALS	6	15	1	0	6	0	0	6	0	2	23	8	5	2	10	1
EXHIBITS	3	8	1	4	6	6	0	6	2	0	3	0	5	5	2	1
OTHER	8	18	10	11	0	17	0	0	14	14	3	8	18	11	10	1

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PERCENTAGE

INMATES N = 92		PHYS HNDCP N = 64		ECO DISADV BLK/WHT N = 57		OTHER COMB DISADV N = 128		PERS IN HOSPITALS NURSING HOMES N = 20		HOSP NURS HOME HNDCPD AGED N = 30		ECO DISADV & INST N = 34		INST & HNDCPD N = 90		ECO DISADV INST & HNDCPD N = 9		ALL OTHERS N = 184	
B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W
99	13	80	3	96	19	94	5	95	0	97	0	76	0	67	10	89	0	89	9
46	13	45	6	35	6	28	3	30	0	10	0	44	12	42	12	11	44	36	11
18	1	11	0	9	4	14	2	5	0	0	0	6	6	6	9	11	33	10	4
7	36	13	5	9	21	20	12	0	0	0	10	0	21	1	28	0	78	9	12
4	21	9	5	2	16	9	10	0	0	0	7	0	21	1	22	0	67	3	10
24	33	36	8	4	33	26	24	5	5	7	3	0	24	36	14	0	78	12	13
5	40	41	3	0	21	13	16	0	0	3	3	0	26	18	33	0	67	4	9
10	11	13	3	2	5	5	5	0	5	20	0	0	3	12	11	11	33	3	3
2	11	6	2	0	0	6	8	0	0	3	0	12	9	0	4	0	0	2	8
10	11	16	23	12	7	10	13	0	10	7	13	24	15	13	20	11	11	4	13

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Table IV C.24. Topical Areas of Interest to Project Users*

TOPICAL AREA		CLIENTELE TYPE 1	2	3	11	12	14	15	16	17	19	20	21	24	25	27	28	29**
JOB INFORMATION.....	I	29	7	39		7		47	57	13	4	8	5		47	17		23
	N	1	1	6	0	2	0	0	4	3	0	2	0	0	9	2		13
	X	70	92	56	100	90	100	49	64	84	96	90	95	100	44	81	100	64
HEALTH INFORMATION.....	I	33	13	22	6	19	7	26	32	14	4	17	20	10	38	19	22	24
	N	2	0	17	6	2	0	4	4	0	0	2	5	3	3	7	0	13
	X	66	88	61	88	79	100	65	64	86	91	90	75	87	59	74	78	63
CONSUMER EDUCATION.....	I	26	6	6	0	2	3	20	14	13	2	9	10	0	35	7		16
	N	3	1	6	0	2	0	12	13	8	0	3	0	0	0	4	0	15
	X	71	93	89	100	95	96	68	73	80	98	88	90	100	65	89	100	70
CURRENT AFFAIRS.....	I	25	14	22		14	15	37	46	30	7	16	40	13	29	23	11	27
	N	1	3	6	12	5	5	9	13	5	2	1	5	0	0	11	0	14
	X	74	83	72	88	81	80	54	45	66	91	83	55	87	71	66	89	59
HOBBIES.....	I	25	17	11	6	29	5	40	15	11	14	28	10	17	24	18	33	35
	N	8	6	28	12	2	5	20	15	11	7	10	5	7	3	4	11	13
	X	67	78	61	82	69	90	40	70	78	79	62	85	77	74	78	56	54
AUTOMOBILE REPAIRS.....	I	7	1	6	0	24	0	22	9	6	4	5	0	0	21	10	0	14
	N	3	0	0	0	2	0	5	15	3	0	2	0	0	0	2	0	14
	X	90	99	94	100	74	100	74	76	91	96	94	100	100	79	88	100	72
HOME REPAIRS.....	I	8	4	0	0	12	0	9	11	16	4	5	0	3	12	3	11	15
	N	5	0	17	6	2	0	6	8	2	0	3	0	3	0	1	0	13
	X	87	96	83	94	86	100	85	82	83	96	91	100	93	88	96	89	72
REGULAR SCHOOL TOPICS...	I	49	19	50	6	24	3	54	39	19	21	38	5	3	41	28	33	42
	N	4	3	0	0	2	10	11	16	8	0	3	10	3	9	8	0	7
	X	47	78	50	94	74	88	35	45	73	79	59	85	93	50	64	67	51
NOVELS.....	I	34	11	17	41	36	48	52	47	55	18	34	65	63	50	56	44	48
	N	4	4	6	6	0	15	18	22	17	2	13	15	23	3	16	11	13
	X	61	85	78	53	64	38	29	32	28	81	53	20	13	47	29	44	39
ETHNIC HISTORY OR ARTS..	I	37	7	22	12	26	0	23	42	17	12	16	25	7	62	10	11	30
	N	2	1	6	0	2	3	18	3	11	0	3	10	7	0	6	0	11
	X	61	92	72	88	71	98	58	54	72	88	80	65	87	38	84	89	59
POETRY AND DRAMA.....	I	27	3	17	6	12	5	34	40	17	11	14	25	0	44	10	44	23
	N	8	1	6	6	2	13	23	21	8	4	13	5	10	0	9	0	14
	X	66	90	78	88	86	83	43	39	75	86	73	70	90	56	81	56	63
LEGAL INFORMATION.....	I	12	8	11	0	14	3	26	50	13	4	5	10	3	74	9	0	17
	N	3	0	0	6	0	3	12	9	0	0	2	5	3	12	2	0	11
	X	86	92	89	94	86	95	62	41	88	96	93	85	93	15	89	100	72
BUDGET AND FINANCE INFO.	I	9	8	6	6	5	0	18	11	5	4	4	0	3	24	4	0	12
	N	3	0	0	0	0	3	2	7	2	2	2	0	0	0	4	11	13
	X	88	92	94	94	95	98	80	83	94	95	94	100	97	76	91	89	76
CHILD CARE.....	I	19	7	0	0	12	0	31	12	8	4	9	0	3	9	2	44	16
	N	5	0	22	6	2	3	6	8	5	0	3	0	0	0	0	0	12
	X	76	93	78	94	86	98	63	80	88	96	88	100	97	91	98	56	72
WELFARE.....	I	12	8	0	0	7	0	17	11	6	2	2	0	0	9	1	0	10
	N	3	0	6	6	2	0	3	4	3	0	1	0	0	0	0	0	11
	X	85	92	94	94	90	100	80	85	91	98	97	100	100	91	99	100	79
CITIZENSHIP AND GOVT....	I	15	8	11	6	10	0	22	22	11	2	13	0	3	26	6	0	16
	N	3	0	0	0	0	5	5	8	5	2	2	0	3	0	6	0	11
	X	82	92	89	94	90	95	74	71	84	96	85	100	93	74	89	100	73
ENGLISH LNG BKS & INST..	I	28	10	28	0	12	0	22	24	6	5	10	10	0	21	2	0	15
	N	3	0	0	6	0	0	11	7	6	0	3	5	3	3	1	0	12
	X	70	90	72	94	88	100	68	70	83	95	87	85	97	76	97	100	73
FRGN LNG BKS & INST.....	I	13	4	17	0	12	0	28	20	3	5	12	0	3	12	6	0	14
	N	3	1	6	6	2	0	11	11	2	0	2	0	3	0	3	0	15
	X	85	94	78	94	86	100	62	70	95	95	87	100	93	84	91	100	72
COLLEGE AND COUNS. INFO.	I	15	6	6	0	0	0	14	30	6	0	5	10	0	35	6	0	16
	N	3	0	0	0	0	3	11	4	2	0	0	0	0	3	1	0	10
	X	82	94	94	100	100	98	75	65	92	100	95	90	100	62	93	100	74
RELIGION.....	I	21	3	0	0	14	3	25	25	28	11	8	30	3	35	23	44	23
	N	1	0	6	6	0	10	6	15	2	0	2	0	7	3	6	0	11
	X	78	97	94	94	86	88	69	60	70	89	91	70	90	62	71	56	66
EASY TO READ ADULT BOOKS	I	19	8	6	6	17	8	20	17	16	2	13	10	23	18	17	22	17
	N	5	1	0	6	5	3	9	4	6	0	5	0	3		10	0	11
	X	76	90	94	88	78	93	71	78	78	98	83	90	73	82	73	78	72
CHILDREN S BOOKS.....	I	43	22	6	41	43	3	5	3	14	19	27	0	0	6	4	56	29
	N	10	3	22	6	2	3	8	8	11	5	13	5	0	0	2	0	11
	X	47	75	72	53	55	93	88	89	75	75	59	95	100	94	93	89	60
OTHER.....	I	10	17	6	18	45	2	12	24	34	12	10	5	30	29	17	11	11
	N	0	0	0	0	0	3	12	1	4	2	1	0	3	6	3	0	9
	X	90	83	94	82	55	78	66	77	53	86	89	95	67	65	81	89	80

*This table indicates the percentage of user respondents within each clientele type who rated particular kinds of information as important (I) or not important (N). An (X) indicates the percentage that did not respond to a particular item.

**See page IV-32 for key.

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Table IV C.25. Use Made of Projects: Other Than to Obtain Materials.

USE	PERCENTAGE OF RESPONDENTS REPORTING SUCH USE N=1011			
	DISAD-VANTAGED	INSTITU-TIONALIZED	HANDI-CAPPED	MIXED
TO OBTAIN INFORMATION FROM THE LIBRARIAN	14.2%	25.2%	4.7%	20.7%
TO ATTEND CLASSES OR LECTURES	6.2%	15.8%	1.7%	10.3%
AS A READING OR WORKING AREA	32.6%	49.5%	6.5%	31.0%
AS A MEETING PLACE	12.6%	14.2%	5.9%	16.3%
FOR A SPECIFIC CLUB OR ORGANIZATION	3.1%	3.2%	2.9%	5.1%
AS AN AREA WHERE MY FRIENDS GET TOGETHER	10.4%	18.6%	5.3%	11.9%
AS A PLAY AREA	8.2%	1.6%	0.5%	7.1%
OTHER	8.1%	24.3%	11.8%	22.2%

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Table IV C.26. Reasons for Dissatisfaction with Projects
Observed Clientele Group (Reported by Use

REASON FOR DISSATISFACTION	PERCENT BY CLIENTELE GROU								
	ECO DIS BLK	ECO DIS WHIT	SPAN SPKG	ASIAN	AMER IND	OTHR NON ENG	MIG-RANT	HOSP	R T S
NO ONE THERE SPEAKS_____*	0.0	0.0	14.7	0.0	0.0	0.0	0.0	9.0	
OTHER LANGUAGE DIFFICULTIES	0.4	0.0	2.9	0.0	0.0	0.0	0.0	0.0	
STAFF LACKS ETHNIC BACKGROUND	1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
NOT ENOUGH STAFF MEMBERS	5.2	4.5	20.5	16.6	0.0	0.0	0.0	9.0	
TRANSPORTATION IS A PROBLEM	1.7	4.5	5.8	0.0	9.0	50.0	0.0	0.0	
BAD HOURS OF OPERATION	7.3	9.9	2.9	16.6	9.0	0.0	0.0	0.0	
NOT ENOUGH MATERIALS	27.3	16.2	17.6	33.3	9.0	50.0	33.3	36.3	
MATERIALS ARE NOT OF INTEREST	13.4	8.1	5.8	0.0	18.1	0.0	4.7	0.0	
DON'T KNOW HOW TO GET ITEMS	2.6	3.6	0.0	0.0	0.0	0.0	0.0	0.0	
PROGRAMS DON'T INTEREST ME	2.1	1.8	0.0	0.0	0.0	0.0	0.0	0.0	
DON'T KNOW WHAT IT OFFERS	1.3	0.9	0.0	0.0	0.0	0.0	0.0	0.0	
DON'T KNOW HOW TO USE IT	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
DON'T HAVE ENOUGH TIME	5.2	3.6	0.0	0.0	0.0	0.0	9.5	0.0	
NOT ENOUGH SPACE	6.5	0.9	5.8	0.0	18.1	0.0	4.7	0.0	
TOO MUCH NOISE	3.0	2.7	5.8	0.0	9.0	0.0	0.0	0.0	
THE ATMOSPHERE IS TOO FORMAL	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
CAN'T GET LIBRARY CARD	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
CAN'T USE CARD CATALOG	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
ATTITUDE OF LIBRARIAN IS____**	5.2	3.6	5.8	0.0	9.0	0.0	4.7	0.0	
WOULD RATHER DO OTHER THINGS	0.8	0.9	0.0	0.0	0.0	0.0	0.0	0.0	
OTHER	13.4	38.7	11.7	33.3	18.1	0.0	42.8	45.4	

*Blank indicates some unspecified foreign language.
** Blank indicates some unspecified negative attitude.

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Table IV C.26. Reasons for Dissatisfaction with Projects by Observed Clientele Group (Reported by Users).

PERCENT BY CLIENTELE GROUP

ECO DIS BLK	ECO DIS WHIT	SPAN SPKG	ASIAN	AMER IND	OTHR NON ENG	MIG- RANT	HOSP	RESID TRNG SCHL	NUR HOME	CORR FAC	OTHR INST	PHY HNDCP	AGED
0.0	0.0	14.7	0.0	0.0	0.0	0.0	9.0	0.0	0.0	0.4	0.0	0.0	0.0
0.4	0.0	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0
1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.2	0.0	0.0	0.0
5.2	4.5	20.5	16.6	0.0	0.0	0.0	9.0	8.3	4.0	4.9	0.0	5.3	0.0
1.7	4.5	5.8	0.0	9.0	50.0	0.0	0.0	0.0	4.0	0.7	0.0	3.5	11.1
7.3	9.9	2.9	16.6	9.0	0.0	0.0	0.0	0.0	4.0	9.3	8.6	1.7	0.0
27.3	16.2	17.6	33.3	9.0	50.0	33.3	36.3	16.6	20.0	21.8	26.0	10.7	0.0
13.4	8.1	5.8	0.0	18.1	0.0	4.7	0.0	0.0	4.0	14.7	8.6	7.1	5.5
2.6	3.6	0.0	0.0	0.0	0.0	0.0	0.0	8.3	4.0	2.4	0.0	1.7	0.0
2.1	1.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	0.0	1.7	0.0
1.3	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.0	0.9	0.0	1.7	0.0
0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.3	0.0	0.4	0.0	0.0	0.0
5.2	3.6	0.0	0.0	0.0	0.0	9.5	0.0	8.3	0.0	6.8	4.3	1.7	0.0
6.5	0.9	5.8	0.0	18.1	0.0	4.7	0.0	8.3	0.0	6.3	8.6	1.7	11.1
3.0	2.7	5.8	0.0	9.0	0.0	0.0	0.0	0.0	0.0	3.6	4.3	0.0	0.0
0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.0	0.4	0.0	1.7	0.0
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0	0.0	0.0
5.2	3.6	5.8	0.0	9.0	0.0	4.7	0.0	0.0	0.0	6.3	0.0	5.3	0.0
0.8	0.9	0.0	0.0	0.0	0.0	0.0	0.0	16.6	0.0	1.2	0.0	0.0	0.0
13.4	38.7	11.7	33.3	18.1	0.0	42.8	45.4	25.0	52.0	14.9	38.0	55.3	72.1

unspecified foreign language.
ne unspecified negative attitude.

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Table IV.27. Suggestions from Users for Improving Projects, by Observed Clientele Group.

SUGGESTIONS	PERCENT BY CLIENTEL							
	ECO DIS BLK	ECO DIS WHIT	SPAN SPKG	ASIAN	AMER IND	OTHR NON ENG	MIG-RANT	HOSP
MORE INTERESTING MATERIALS	33.8	19.9	35.2	75.0	13.3	25.0	26.0	31.0
SPECIFIC TOPICS MATERIALS	17.5	16.4	9.4	0.0	13.3	25.0	21.7	6.8
BILINGUAL LIBRARIANS	1.5	0.4	3.5	0.0	0.0	25.0	0.0	3.4
BILINGUAL MATERIALS	1.5	0.0	3.5	0.0	0.0	0.0	0.0	3.4
MORE CONVENIENT HOURS	8.6	6.4	7.0	12.5	20.0	0.0	0.0	13.7
MORE ACTIVITIES	6.3	5.9	11.7	0.0	6.6	0.0	0.0	0.0
CONDUCT CLASSES	6.6	6.4	3.5	0.0	6.6	0.0	0.0	3.4
PUBLICIZE PROJECT MORE WIDELY	5.0	6.4	8.2	0.0	0.0	0.0	0.0	3.4
MAKE PROJECT MORE ACCESSIBLE	3.0	1.9	0.0	12.5	0.0	0.0	0.0	0.0
BY ADDING A BOOKMOBILE	1.7	2.9	0.0	0.0	0.0	0.0	0.0	6.8
BY TRANSPORTING MATERIALS	1.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0
BY TRANSPORTING USERS	0.7	1.4	0.0	0.0	0.0	0.0	0.0	0.0
BY ADDING FACILITIES	2.0	4.4	4.7	0.0	0.0	0.0	0.0	6.8
BY CHANGING LOCATION	0.7	1.4	0.0	0.0	0.0	0.0	0.0	6.8
MAKE IT MORE COMFORTABLE	3.8	1.9	3.5	0.0	0.0	0.0	0.0	0.0
OTHER	5.5	22.8	9.4	0.0	40.0	25.0	52.1	13.7

Table IV C.28. Community Attitudes Toward Projects as Repor Users, by Observed Clientele Group.

ATTITUDE	PERCENT BY CLIENTE							
	ECO DIS BLK	ECO DIS WHIT	SPAN SPKG	ASIAN	AMER IND	OTHR NON ENG	MIG-RANT	HOSP
VERY FAVORABLE-MANY USE IT	52.7	53.2	42.6	33.3	50.0	25.0	68.0	16.
SOME USE IT AND LIKE IT	20.2	20.7	20.7	44.4	21.4	25.0	20.0	33.
A FEW USE IT-NOT VERY POPULAR	10.9	10.6	8.5	0.0	7.1	0.0	8.0	22.
UNFAVORABLE-SELDOM USED	1.2	1.7	0.0	0.0	7.1	25.0	0.0	0.
MANY ARE UNAWARE OF IT	8.6	2.9	5.0	0.0	14.2	0.0	0.0	5.
OTHER	6.1	10.6	21.9	22.2	0.0	25.0	4.0	22.

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27. Suggestions from Users for Improving Projects, by Observed Clientele Group.

PERCENT BY CLIENTELE GROUP

CO IS HIT	SPAN SPKG	ASIAN	AMER IND	OTHR NON ENG	MIG- RANT	HOSP	RESID TRNG SCHL	NUR HOME	CORR FAC	OTHR INST	PHY HNDCP	AGED
19.9	35.2	75.0	13.3	25.0	26.0	31.0	33.3	12.1	19.7	8.4	6.0	3.4
16.4	9.4	0.0	13.3	25.0	21.7	6.8	35.3	12.1	18.0	13.5	15.1	6.8
0.4	3.5	0.0	0.0	25.0	0.0	3.4	0.0	1.2	1.4	0.0	0.0	1.1
0.0	3.5	0.0	0.0	0.0	0.0	3.4	0.0	1.2	2.0	0.0	0.7	0.0
6.4	7.0	12.5	20.0	0.0	0.0	13.7	4.7	1.2	10.8	6.7	2.2	4.5
5.9	1.7	0.0	6.6	0.0	0.0	0.0	9.5	6.0	4.0	6.7	3.0	3.4
6.4	3.5	0.0	6.6	0.0	0.0	3.4	9.5	6.0	9.5	6.4	5.3	6.8
6.4	8.2	0.0	0.0	0.0	0.0	3.4	0.0	9.7	2.9	6.7	15.1	15.9
1.9	0.0	12.5	0.0	0.0	0.0	0.0	0.0	7.3	3.7	5.0	6.0	11.3
2.9	0.0	0.0	0.0	0.0	0.0	6.8	0.0	7.3	2.0	5.0	3.7	11.3
0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	2.2	1.1
1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9.7	1.4	1.6	4.5	12.5
4.4	4.7	0.0	0.0	0.0	0.0	6.8	0.0	4.8	5.0	0.0	2.2	0.0
1.4	0.0	0.0	0.0	0.0	0.0	6.8	0.0	3.6	1.4	0.0	3.0	4.5
1.9	3.5	0.0	0.0	0.0	0.0	0.0	0.0	2.4	7.2	1.6	3.0	5.6
22.8	9.4	0.0	40.0	25.0	52.1	13.7	9.5	14.6	8.0	35.5	27.2	11.3

IV C.28. Community Attitudes Toward Projects as Reported by Users, by Observed Clientele Group.

PERCENT BY CLIENTELE GROUP

CO IS HIT	SPAN SPKG	ASIAN	AMER IND	OTHR NON ENG	MIG- RANT	HOSP	RESID TRNG SCHL	NUR HOME	CORR FAC	OTHR INST	PHY HNDCP	AGED
53.2	42.6	33.3	50.0	25.0	68.0	16.6	36.3	49.3	47.7	34.7	66.6	66.6
20.7	20.7	44.4	21.4	25.0	20.0	33.3	63.6	25.3	20.6	28.2	15.3	18.7
10.6	3.5	0.0	7.1	0.0	8.0	22.2	0.0	3.7	17.0	21.7	3.8	0.0
1.7	0.0	0.0	7.1	25.0	0.0	0.0	0.0	0.0	3.5	2.1	0.0	0.0
2.9	6.0	0.0	14.2	0.0	0.0	5.5	0.0	6.3	3.5	4.3	6.4	10.4
10.6	21.9	22.2	0.0	25.0	4.0	22.2	0.0	15.1	7.5	8.6	7.6	4.1

Table IV C.29. Demographic Distribution of Form U Respondents*

	DISADV		INSTIT		HANDCPD		MIXED		TOTAL	
	N	%	N	%	N	%	N	%	N	%
SEX										
MALE	148	49.8	112	56.8	38	45.2	164	65.6	462	47.3
FEMALE	297	50.2	85	43.2	46	54.8	86	34.4	514	52.7
SUM	445		197		84		250		976	
AGE										
UNDER 6	9	1.3	1	.5	1	1.1	0	0	11	1.0
6 - 11	93	20.6	1	.5	1	1.1	20	5.9	114	10.6
12 - 15	78	17.0	25	12.9	4	4.8	30	8.9	137	12.8
16 - 18	52	11.5	40	20.6	3	3.6	26	7.7	121	11.3
19 - 25	48	10.6	46	23.7	17	20.3	52	15.4	163	15.3
26 - 40	83	18.4	39	20.1	19	22.6	69	20.5	210	19.6
41 - 60	43	9.5	10	5.1	18	21.4	45	13.4	116	10.9
OVER 60	35	7.7	33	17.0	16	19.0	87	25.8	171	16.0
SUM	441		195		78		329		1043	
OCCUPATION										
BUILDING TRADES	5	2.2	7	5.5	2	4.2	18	7.9	32	5.2
CLERICAL/SALES/OFFICE/STORE	23	10.2	8	6.2	9	18.7	24	10.4	64	10.4
FACTORY WORKER/MECHANIC	7	3.1	12	9.4	11	22.9	17	7.4	47	7.6
HOTEL/RESTAURANT WORKER	2	.9	16	12.5	1	2.1	9	3.9	28	4.5
JANITOR MAINTENANCE/LABORER	14	6.2	8	6.2	0	0	12	5.2	34	5.5
MAID	3	1.3	3	2.3	0	0	4	1.7	10	1.6
NURSE	2	.9	1	.8	2	4.2	1	.4	6	1.0
NURSE AIDE/TEACHER AIDE, ETC.	27	11.9	1	.8	1	2.1	8	3.5	36	5.8
HOUSEWIFE	56	24.7	14	10.9	3	6.2	58	25.3	117	19.0
OTHER	86	38.0	58	45.3	19	39.6	78	34.1	241	39.1
SUM	225		128		48		229		616	
EDUCATION										
3RD GRADE	83	18.8	2	1.0	0	0	16	4.7	101	9.6
6TH GRADE	56	12.7	15	7.7	3	4.3	29	8.5	103	9.8
8TH GRADE	81	18.4	59	30.3	5	7.1	65	19.0	210	20.0
11TH GRADE	72	16.3	48	24.6	7	10.0	45	13.2	172	16.4
FINISHED HIGH SCHOOL	68	15.4	36	18.5	27	38.6	84	24.6	215	20.1
SOME COLLEGE OR TECHNICAL	33	7.5	25	12.8	14	19.9	65	19.1	137	13.1
FINISHED COLLEGE	31	7.1	7	3.6	6	8.6	19	5.6	63	6.0
GRADUATE STUDY	17	3.9	2	1.0	8	11.4	18	5.2	45	4.3
SUM	441		195		70		341		1047	

N.B. For unknown reasons, some interviewers failed to record sex of respondents.

*Percentage totals within groups are frequently less than 100% because blanks, other responses, and "decline to state" are not included.

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Table IV C.30. Frequency of Project Use by Demographic Variables for Projects Serving the Disadvantaged

DEMOGRAPHIC VARIABLES		FREQUENCY OF USE (PERCENT)			
		≥ 1/WK	1/MO -	1/FEW MO	≤ 1/YR
MALE		52.9%	28.5%	13.4%	5.0%
FEMALE		51.7%	25.0%	9.4%	15.8%
A. UNDER 6	AGE	50.0%	11.0%	16.6%	16.6%
B. 6 TO 11		60.6%	18.1%	6.0%	15.1%
C. 12 TO 15		51.5%	28.1%	12.5%	7.8%
D. 16 TO 18		70.4%	18.1%	9.0%	2.2%
E. 19 TO 25		40.3%	24.3%	14.6%	14.6%
F. 26 TO 40		36.6%	35.8%	11.2%	16.3%
G. 41 TO 60		54.4%	31.0%	13.7%	20.6%
H. OVER 60		60.0%	26.6%	6.6%	6.6%
I. DECLINE TO STATE		68.4%	21.0%	5.2%	5.2%
BUILDING TRADES: CARPENTER, ELECTRICIAN, ETC.	(OCCUPATION)	65.5%	15.7%	3.4%	17.2%
CLERICAL/SALES/OFFICE/STORE		54.7%	19.0%	16.6%	9.5%
FACTORY WORKER/MECHANIC		48.0%	31.1%	10.3%	10.3%
HOTEL/RESTAURANT WORKER		50.0%	18.9%	8.6%	22.4%
JANITOR/MAINTENANCE/LABORER		55.5%	22.2%	13.5%	11.1%
MAID		31.6%	50.0%	18.1%	0.0%
NURSE		40.0%	60.0%	0.0%	0.0%
NURSE AIDE/TEACHER AIDE/COMMUNITY AIDE		28.6%	33.3%	28.6%	15.3%
HOUSEWIFE		55.1%	23.5%	9.8%	11.6%
OTHER		0.0%	50.0%	50.0%	0.0%
3RD GRADE	EDUCATION	54.5%	36.3%	9.0%	0.0%
6TH GRADE		0.0%	50.0%	40.0%	10.0%
8TH GRADE		100.0%	0.0%	0.0%	0.0%
11TH GRADE		78.5%	21.4%	0.0%	0.0%
FINISHED HIGH SCHOOL		25.0%	0.0%	25.0%	50.0%
SOME COLLEGE OR TECHNICAL		38.2%	30.8%	23.4%	7.5%
FINISHED COLLEGE		51.7%	41.3%	3.4%	3.4%
GRADUATE STUDY		41.6%	13.8%	11.1%	33.3%

Table IV C.31. Frequency of Project Use by Demographic Variables for Projects Serving the Institutionalized.

DEMOGRAPHIC VARIABLES		FREQUENCY OF USE (PERCENT)			
		≥ 1/WK	1/MO -	1/FEW MO	≤ 1/YR
MALE		82.2%	14.0%	2.2%	1.4%
FEMALE		77.5%	17.4%	1.1%	3.9%
A. UNDER 6	AGE	0.0%	100.0%	0.0%	0.0%
B. 6 TO 11		100.0%	0.0%	0.0%	0.0%
C. 12 TO 15		83.7%	10.8%	0.0%	5.4%
D. 16 TO 18		89.5%	8.5%	2.1%	0.0%
E. 19 TO 25		79.6%	15.6%	1.5%	3.1%
F. 26 TO 40		74.0%	24.0%	0.0%	1.8%
G. 41 TO 60		84.2%	15.3%	15.3%	0.0%
H. OVER 60		50.0%	50.0%	0.0%	0.0%
I. DECLINE TO STATE		100.0%	0.0%	0.0%	0.0%
BUILDING TRADES: CARPENTER, ELECTRICIAN, ETC.	(OCCUPATION)	66.6%	33.3%	0.0%	0.0%
CLERICAL/SALES/OFFICE/STORE		80.0%	20.0%	0.0%	0.0%
FACTORY WORKER/MECHANIC		81.8%	13.3%	0.0%	5.0%
HOTEL/RESTAURANT WORKER		79.2%	18.8%	1.8%	0.0%
JANITOR/MAINTENANCE/LABORER		74.4%	18.6%	4.6%	2.3%
MAID		81.2%	12.5%	3.1%	3.1%
NURSE		100.0%	0.0%	0.0%	0.0%
NURSE AIDE/TEACHER AIDE/COMMUNITY AIDE		100.0%	0.0%	0.0%	0.0%
HOUSEWIFE		83.0%	12.9%	1.3%	2.0%
OTHER		78.5%	14.2%	7.1%	0.0%
3RD GRADE	EDUCATION	83.3%	16.6%	0.0%	0.0%
6TH GRADE		57.1%	35.7%	7.1%	0.0%
8TH GRADE		70.5%	29.4%	0.0%	0.0%
11TH GRADE		71.4%	14.2%	0.0%	14.2%
FINISHED HIGH SCHOOL		100.0%	0.0%	0.0%	0.0%
SOME COLLEGE OR TECHNICAL		66.6%	33.3%	0.0%	0.0%
FINISHED COLLEGE		50.0%	0.0%	0.0%	50.0%
GRADUATE STUDY		100.0%	0.0%	0.0%	0.0%

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Table IV C.32. Frequency of Project Use by Demographic Variables for Projects Serving the Handicapped.

DEMOGRAPHIC VARIABLES		FREQUENCY OF USE (PERCENT)			
		≥ 1/WK	1/MO -	1/FEW MO	≤ 1/YR
MALE		18.4%	13.1%	10.5%	57.8%
FEMALE		18.8%	18.8%	7.5%	54.7%
A. UNDER 6	AGE	0.0%	0.0%	0.0%	0.0%
B. 6 TO 11	AGE	0.0%	0.0%	0.0%	0.0%
C. 12 TO 15	AGE	0.0%	0.0%	0.0%	0.0%
D. 16 TO 18	AGE	0.0%	0.0%	0.0%	100.0%
E. 19 TO 25	AGE	14.2%	28.5%	0.0%	57.1%
F. 26 TO 40	AGE	21.4%	0.0%	7.1%	71.4%
G. 41 TO 60	AGE	0.0%	9.5%	0.0%	90.4%
H. OVER 60	AGE	28.2%	17.3%	15.2%	39.1%
I. DECLINE TO STATE		0.0%	100.0%	0.0%	0.0%
BUILDING TRADES: CARPENTER, ELECTRICIAN, ETC.	(OCCUPATION)	0.0%	0.0%	50.0%	50.0%
CLERICAL/SALES/OFFICE/STORE	(OCCUPATION)	0.0%	25.0%	25.0%	50.0%
FACTORY WORKER/MECHANIC	(OCCUPATION)	12.5%	12.5%	0.0%	75.0%
HOTEL/RESTAURANT WORKER	(OCCUPATION)	33.3%	0.0%	0.0%	66.6%
JANITOR/MAINTENANCE/LABORER	(OCCUPATION)	25.0%	18.7%	9.3%	46.8%
MAID	(OCCUPATION)	13.3%	6.6%	20.0%	60.0%
NURSE	(OCCUPATION)	44.4%	22.2%	0.0%	33.3%
NURSE AIDE/TEACHER AIDE/COMMUNITY AIDE	(OCCUPATION)	0.0%	10.0%	10.0%	80.0%
HOUSEWIFE	(OCCUPATION)	15.7%	17.5%	10.5%	56.1%
OTHER	(OCCUPATION)	0.0%	0.0%	0.0%	100.0%
3RD GRADE	EDUCATION	0.0%	0.0%	0.0%	0.0%
6TH GRADE	EDUCATION	0.0%	0.0%	0.0%	100.0%
8TH GRADE	EDUCATION	0.0%	20.0%	20.0%	60.0%
11TH GRADE	EDUCATION	14.3%	14.3%	28.6%	42.8%
FINISHED HIGH SCHOOL	EDUCATION	18.5%	36.9%	36.9%	7.7%
SOME COLLEGE OR TECHNICAL	EDUCATION	28.6%	21.4%	14.3%	35.7%
FINISHED COLLEGE	EDUCATION	33.3%	33.3%	16.7%	16.7%
GRADUATE STUDY	EDUCATION	31.5%	21.0%	10.5%	36.8%

Table IV C.33. Frequency of Project Use by Demographic Variables for Projects Serving Mixed Groups of Clienteles

DEMOGRAPHIC VARIABLES		FREQUENCY OF USE (PERCENT)			
		≥ 1/WK	1/MO -	1/FEW MO	≤ 1/YR
MALE		68.6%	18.6%	5.8%	6.9%
FEMALE		37.1%	18.5%	14.1%	30.0%
A. UNDER 6	AGE	0.0%	0.0%	0.0%	0.0%
B. 6 TO 11	AGE	47.6%	19.0%	19.0%	14.2%
C. 12 TO 15	AGE	30.0%	10.0%	20.0%	40.0%
D. 16 TO 18	AGE	55.5%	22.2%	11.1%	11.1%
E. 19 TO 25	AGE	68.4%	13.1%	10.5%	7.8%
F. 26 TO 40	AGE	42.3%	19.2%	13.4%	25.0%
G. 41 TO 60	AGE	38.0%	33.3%	4.7%	23.8%
H. OVER 60	AGE	50.0%	17.6%	2.9%	29.4%
I. DECLINE TO STATE		100.0%	0.0%	0.0%	0.0%
BUILDING TRADES: CARPENTER, ELECTRICIAN, ETC.	(OCCUPATION)	43.7%	12.5%	25.0%	18.7%
CLERICAL/SALES/OFFICE/STORE	(OCCUPATION)	38.4%	23.0%	7.6%	30.7%
FACTORY WORKER/MECHANIC	(OCCUPATION)	50.0%	20.0%	10.0%	20.0%
HOTEL/RESTAURANT WORKER	(OCCUPATION)	69.6%	12.1%	3.0%	15.1%
JANITOR/MAINTENANCE/LABORER	(OCCUPATION)	47.1%	16.9%	11.3%	24.5%
MAID	(OCCUPATION)	54.0%	13.5%	8.1%	24.3%
NURSE	(OCCUPATION)	25.0%	50.0%	25.0%	0.0%
NURSE AIDE/TEACHER AIDE/COMMUNITY AIDE	(OCCUPATION)	50.0%	25.0%	0.0%	25.0%
HOUSEWIFE	(OCCUPATION)	53.9%	17.6%	8.8%	19.6%
OTHER	(OCCUPATION)	87.5%	12.5%	0.0%	0.0%
3RD GRADE	EDUCATION	54.5%	22.7%	22.7%	0.0%
6TH GRADE	EDUCATION	71.4%	0.0%	0.0%	28.5%
8TH GRADE	EDUCATION	71.4%	14.2%	0.0%	14.2%
11TH GRADE	EDUCATION	100.0%	0.0%	0.0%	0.0%
FINISHED HIGH SCHOOL	EDUCATION	0.0%	0.0%	0.0%	100.0%
SOME COLLEGE OR TECHNICAL	EDUCATION	33.3%	0.0%	66.6%	0.0%
FINISHED COLLEGE	EDUCATION	66.6%	33.3%	0.0%	0.0%
GRADUATE STUDY	EDUCATION	20.0%	27.5%	12.5%	40.0%

6. Relationship of Data Across Forms

Certain questions were common to all interview forms. This was especially the case with respect to user needs. The data are reported in Section IV G. Most other questions were common to either the officials (Forms P, R, and L) or the special clientele (Forms U and N), but not to both. Some of the data across forms have already been discussed. In this section we elaborate more fully on these data.

We had anticipated that there would be significant differences in the pattern of response to Form P and the Form R and L respondents. Indeed, the philosophy underlying the use of Form R and L respondents was to provide a check and counterbalance for the data obtained from the Form P respondents. By and large, this check was not needed and there was consistently high agreement among all three kinds of respondents. Although in a few isolated instances (individuals or individual projects) there was disparity between the R and L and the P respondents, there was usually good agreement. This was previously discussed with respect to several points such as problems and their solutions (respondents were generally unimaginative), suggestions for projects, benefits derived from projects, and similar items. Also, the degree to which activities were perceived as successful was very similar for Form P and L respondents.

Form L and R interviews provided insights concerning project operations and political problems (not systematically explored in interviews), and in some instances additional information about user needs. The original purpose behind Form L and R interviews, however, was to corroborate or contradict perceptions about the project that one would gather from interviewing project personnel. At least for the 55 projects that were visited, however, the project directors, in general, had accurate perceptions of project needs and results; therefore, in terms of the original purpose, there was less need for Form L and R interviews. However, this could not have been known in advance.

Form U and Form N respondents were selected to be from the same populations. Table IV C.34 gives the overall demographic distribution of the respondents for both cases. Generally the distribution of respondents in terms of age, education, and occupation for users and non-users was remarkably close. With a few notable exceptions, there are very few dissimilarities. One notable dissimilarity was the discrepancy in percentage of males and females (more men were away during the days making them relatively unavailable for interviewing). However, sex did not seem to matter with respect to use patterns or similar significant variables when responses based on demography were examined. Thus the discrepancy is considerably less important than it would have been, had there been a demonstrable difference among users based upon sex.

In the other instances where there were noticeable discrepancies (e.g., college graduate, building trades) the N's were usually too small to have any noticeable effect upon the data. One other instance that was discrepant and where there were a sufficiently large number to matter was in the 12-15 age group. Here again, the use pattern as a function of age suggests that this discrepancy would have little bearing on the data obtained.

A comparison of sources from which people in the community learned about the projects is shown in Table IV C.35. As seen in the table, sources were very much the same with a slight preference for "employees at the project" and a significant preference for "other" by users. Many of the "other" responses were in fact "employees at the project." The relatively high "employee" response among users is to be expected. Similarly, the relatively high number of blanks among non-users makes sense. Their lower interest corresponds with less awareness of where they learned about the project.

By and large, these data suggest that there are few differences in how people become aware of projects among users and non-users. The one significant factor is that users more often learned about the project from the project staff; this, in many instances, reflects a curiosity or seeking on the part of the user, rather than active solicitation by the staffs. However, active solicitation did occur in some instances. Usually this was related to the individual staff member's motivation. Also, as already discussed, among some populations, e.g., residents of training schools, the users were a captive audience.

Data with respect to library materials and information needs, described by the users and non-users, are discussed more fully in Section IV G, Special Clientele Needs. However, some comparisons are summarized below. Data concerning reasons for dissatisfaction with projects are discussed in Section IV G, but are also summarized below.

With respect to types of library materials, the patterns of wants of non-users and users were generally quite similar. The data are contained in Table IV C.36. The one striking difference is with respect to books. However, the "want" columns are not comparable with respect to books, since users responded in terms of materials not now received, and every project provides books. Thus, the "borrows" column is a better index of desires on the part of the users with respect to books than is the "wants" column. Nevertheless, the users and non-users are considerably discrepant with respect to their interest in books. This discrepancy may point to a fundamental difference between users and non-users, viz, an interest (or lack thereof) in reading.

Users and non-users both were asked to indicate the topical areas in which they were particularly interested. A comparison of responses appears in Table IV C.37. As indicated in the table, there is virtually no difference between the two groups for the topics selected. The one exception is with respect to Ethnic History and Arts where non-users expressed considerably less interest. We do not know why this was so, but would speculate that their general lack of interest in reading, especially their very low interest in book materials, may indicate a lack of awareness of the content of ethnic materials.

The reasons given for user dissatisfaction with projects and the non-users' reasons for not using the projects are compared in Table IV C.38. Here one sees considerable differences between the users and non-users. Non-users had significantly higher numbers reporting indications of no interest (i.e., programs don't interest me, materials not of interest, not enough time, rather do other things, accounted for 48.5%). These factors account for most of the differences in the user/non-user patterns. Non-users were significantly higher with respect to "don't know how to get items" but this only accounted for 4.4%. Users reported "not enough materials" considerably more than non-users, 22.7% to 5.6%. This is reasonable, since only users would be in a position to experience "not enough." Perhaps the 5.6% indicates a small group of non-users who attempted to use the projects but were not successful. But the data support the thesis that the major factor is interest. Furthermore, there is presumptive evidence from this and other studies to suggest that it requires considerable effort on the part of a project to create an interest where one does not already exist.

As expected, users generally felt the community attitude toward the project was better than did the non-users. These comparisons are shown in Table IV C.39. The question was devised to ask indirectly about the attitudes of the users and non-users themselves. The data are consistent with the difference in interest level just discussed. The poor attitude among non-users may be the result of low interest, the cause of it, or some of each.

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Table IV C.34. Comparison of Form U and Form N Respondents.

	Percent U	Percent N
Sex	(N=976)	(N=1192)
Male	47.3	35.8
Female	52.7	64.2
Age	(N=1067)	(N=1270)
<12	11.6	5.4
12-15	12.8	8.7
16-25	26.6	29.3
26-60	30.5	33.6
>60	16.0	22.9
Declined to State	2.2	0.1
Blank	0.4	0.0
Education	(N=616)	(N=790)
<7th	19.4	18.6
8th	20.0	26.3
11th	16.4	15.4
12th	20.1	22.4
Some College or Technical	13.1	11.3
College Degree or Beyond	10.3	6.2
Occupation	(N=1047)	(N=1196)
Building Trades	5.2	2.8
Clerical/Sales/Office/Store	10.4	11.0
Factory Worker/Mechanic	7.6	9.9
Hotel/Restaurant Worker	4.5	5.1
Janitor Maintenance/Laborer	5.5	5.9
Maid	1.6	1.4
Nurse	1.0	1.0
Nurse Aid/Teacher Aide, etc.	5.8	3.3
Housewife	19.0	24.9
Other	39.1	34.7

Note: The numbers (N) given represent the number of interviews for which that category was indicated.

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Table IV C.35. Comparison of Users and Non-Users: Sources From Which People Learned About Project.

Learned From	Percent Reporting	
	Users	Non-Users
Newspaper	2.7	1.9
Brochure	1.8	1.8
Friends	19.3	15.8
Children	1.8	5.8
Community Group	1.7	1.4
Radio or TV	0.7	0.6
School	6.1	3.7
Sign or Poster	4.1	8.6
Employees or Project	10.2	4.7
Others	44.4	15.9
Blank	7.2	31.7
Total	100.0	99.9

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Table IV C.36. Comparison of Users and Non-Users: Selected Materials of Interest

Type of Material	Percent Expressing Interest in Each		
	Users		Non-Users
	Borrows	Wants	Wants
Books	88.9	6.8	27.6
Magazines	29.7	17.1	22.8
Slides/Films	8.9	18.5	16.4
Projectors	3.7	12.8	12.4
Phono Records	16.4	18.0	20.3
Tapes	8.3	19.1	14.2
Large-Print	6.9	6.6	8.1
Exhibits	3.0	5.2	7.3
Other	9.4	12.6	8.7

Table IV C.37. Comparison of Users and Non-Users: Selected Topical Areas of Interest

Topical Area	Percent Expressing Interest in Each	
	Users	Non-Users
Job Information	16.2	20.0
Health Information	19.1	18.3
Consumer Education	9.9	11.8
Hobbies	19.8	24.8
Auto Repair	7.6	10.6
Home Repair	6.6	11.8
Ethnic History or Arts	21.1	14.9
Child Care	10.3	13.8
English Language Instruction	11.4	10.3
Easy-to-Read Adult Books	14.1	13.9

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Table IV C.38. Comparison of Users and Non-Users: Reasons for Dissatisfaction and Non-Use of Project.

Reason	Percent Expressing Reason*	
	Users	Non-Users
No One There Speaks**	1.7	1.2
Other Language Difficulties	.3	.8
Staff Lacks Ethnic Background	.2	1.3
Not Enough Staff Members	5.6	5.3
Transportation is a Problem	6.5	6.0
Bad Hours of Operation	5.0	7.1
Not Enough Materials	22.7	5.6
Materials are not of Interest	.6	5.8
Don't Know How to Get Items	1.6	4.4
Programs Don't Interest Me	.5	11.1
Don't Know What It Offers	.6	11.8
Don't Know How to Use It	.7	3.0
Don't Have Enough Time	2.8	18.5
Not Enough Space	5.1	1.8
Too Much Noise	2.0	1.7
The Atmosphere is Too Formal	.4	.5
Can't Get Library Card	Nil	.9
Can't Use Card Catalog	Nil	1.1
Attitude of Librarian is***	2.8	1.8
Would Rather Do Other Things	1.4	13.1
Other	32.0	38.8

*Totals exceed 100% because some respondents gave more than 1 answer.
**See note p. IV-102
***See note p. IV-102

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Table IV C.39. Comparison of Users and Non-Users: Attitudes Toward Projects.

Attitude	Percent Expressing	
	Users	Non-Users
Very Favorable	45.9	25.0
Moderately Favorable	27.0	29.0
Few Use It - Not Popular	8.1	8.2
Unfavorable	2.9	9.3
Many Unaware	4.9	16.3
Other Responses	11.1	12.1

D. PROJECT EVALUATION

1. Introduction

One goal of this project was to establish and test criteria for the evaluation of projects serving special clienteles. An earlier project report[1] presented a set of such criteria. Subsequently, these criteria were used to evaluate projects visited during the site visits (see Section III). In this section we describe the criteria and present the results of the evaluation exercise.

The criteria were first outlined early in the project and were considered by the team when they developed the survey instruments that were used to gather facts and opinions about projects. The criteria are presented here as tools that might be used by USOE or others to evaluate projects in a meaningful way. As is explained below, they are not considered complete or final, although their use has been tested.

The public library effort usually identified by the term "outreach" is often a costly business. Yet most "outreach" programs to reach non-users among the special clienteles have lacked objective means of evaluation. Is a particular project effective? Is it worth the money, as well as the commitment, the ingenuity, and the creativity that have gone into it? A librarian's reward may be in the use that people make of a library and its services, but most projects have lacked sound methods of assessing the real use people make of library services, particularly of services that do not result in a count of materials borrowed. It is hoped that the criteria discussed below will provide a means of evaluation somewhat less subjective than those means presently available to most special projects.

2. Application of Criteria

The criteria presented here are preliminary in that they have only been tested by the project study team in a pilot-evaluation exercise on the 55 selected projects. Three project staff members applied the criteria to each of the projects that they had personally visited. Then they exchanged projects and evaluated each other's projects, using the same criteria. They then compared evaluations and discussed the criteria to explore similarities and differences in the evaluation results, and to identify criteria that were irrelevant or difficult to apply. The revised criteria were then used by the study team to evaluate the 55 projects. Results of the evaluation exercise are reported below.

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[1] TM-4809/002/00, LSCA Project: Definition and Application of Evaluation Criteria, 23 October 1972.

Some of the criteria discussed herein are applicable to all types of projects; others apply only to certain kinds of projects. For example, the convenience factor applies to any project, but the appropriateness of the education or ethnic background of the library staff is a relevant consideration only for certain types of projects. Where there are limitations to a criterion, that is, where a criterion is useful only for certain kinds of projects, the limitations are discussed.

Some criteria require special treatment or weighting. For example, costs are not absolute: salaries, rent, and other costs vary across the country. Special handling is required for these kinds of factors, and this special handling is discussed below.

3. Criteria for Evaluation

The criteria are presented in generic terms. We have divided the criteria into seven major categories, each of which is described in this section. We wish to emphasize again that not all the criteria can be applied equally to all projects. The projects differ widely in such significant variables as purpose, clientele served, and location. These differences suggest that different criteria be applied for evaluating different kinds of projects or that different weights be assigned to the same criteria. (This suggestion has been borne out in using the criteria, as described below.) Such differences unfortunately decrease the comparability of evaluations across projects. Nevertheless, some degree of cross-project comparison is possible.

3.1 Appropriateness Factors

In this category we consider whether the resources, staff, and procedures used by a project are appropriate to the project goals and to the needs of the clientele(s) for whom the project was established. First, of course, the project goals and user needs must be determined for each project. We may note that an action highly appropriate for one project may be inappropriate for another. A variety of project characteristics may be examined for appropriateness, including staff, materials, hours, facilities, and procedures. Each is described below.

3.1.1 Staff

In this sub-category are such factors as the size of the staff in relation to the size and/or special needs of the target group, their education and work experience, their ethnic background and language skills, their involvement in and experience with the community, their attitude and manner, and any other staff characteristics that are considered important to the needs of the target group.

3.1.2 Materials

Where library materials are provided by a project, their content and format and the breadth and depth of the collection should be considered in terms of appropriateness for project goals. Materials include books, periodicals, pamphlets, and other printed matter, as well as nonprint materials--audiovisual materials, games, guides, realia, etc. The quantity of materials should also be considered.

3.1.3 Hours

Hours of operation--both hours per day and days per week--must be considered. In some cases, hours of operation should be considered in conjunction with other information about the facilities (e.g., available transportation and convenience of location). Also, the importance of hours of operation is not uniform across projects; for example, hours of operation in a prison may not be extremely important, but hours or days for a storefront library may be very important.

3.1.4 Facilities

Aspects of the physical facilities of the project should be examined for appropriateness. These include amount and allocation of space, location and proximity to public transportation, atmosphere, furnishings and decor, equipment, supplies, and other features. Again, the particular aspects of the physical facilities to be considered will differ for each project: indeed, what are considered desirable aspects for one location may be considered undesirable for another. For example, a quiet atmosphere may be desired in one location but may be inappropriate in another. Note that there is a critical difference between "quiet" and "restful"; both are important elements of the physical facilities.

3.1.5 Procedures

The ways in which the project operates (that is, the activities undertaken and the manner in which they are conducted) should be examined for appropriateness. These procedures include what the staff does to help and serve the users, the project's public relations efforts, its training programs for users and staff, the activities and exposure of library staff members in the community, feedback methods and evaluation programs, and other procedures used only in specific projects (such as preliminary studies of the demography of the target area).

3.2 Use Measurements

Library performance has traditionally been measured by collecting apparent use data. Such statistics as volumes circulated, volumes added per year, total size of the collection, etc., have often been used to assess library services.

Library literature has frequently asserted that such measures are not appropriate for evaluation of traditional library operations. They are even less likely to be appropriate for evaluating projects for special clienteles. This is so for several reasons: (1) projects often do not circulate materials at all (e.g., a project may consist of film showings, rap sessions, or musical events); (2) some projects deliberately avoid charging their materials (e.g., a project may loan materials without recording borrower identity, or may simply give materials away) and therefore have no use records; (3) some projects are integrated with large library operations and do not keep separate use data for the project clientele.

Some usage data are still appropriate in assessing project effectiveness, but it is important to determine what kinds of data are appropriate for what kinds of projects. For example, simple usage statistics may be quite useful in evaluating programs for the institutionalized. Data showing the number of users, or the number of repeat users over time, are useful for many kinds of projects. Numbers of persons attending project activities are also useful. On the other hand, circulation statistics should not be considered unless their collection is carefully controlled. Circulation of materials is not an appropriate measure when any of the three conditions mentioned in the preceding paragraph prevail (no materials circulated, no charge-out, no separate records). For these reasons, the number of projects for which typical circulation records are useful is very small. But if care is taken and sufficient staff is available, it is possible to collect meaningful use statistics.

A recent journal article[1] included a list of use indicators (given below) with which we heartily concur. Data derived from them would be extremely useful in evaluating any project that circulates materials.

1) actual number of users;
2) actual number of users from special clientele groups;
3) use by maximum number of people during optimum hours open;
4) use by population groups within one, two or ten miles from service outlet;
5) level of satisfaction of users with materials and services provided;
6) changes for better or worse in all of the preceding factors over a specified period of time, (i.e., trends).

It is necessary to add a caution, however. Several knowledgeable librarians who have worked in urban ghettos warn that recorded project use does not always accurately measure the success of a project. For example, some young borrowers may not be able to borrow materials "officially", because of the fear of fines which the family cannot pay. Therefore these borrowers must use

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[1] Griffen, A.M. and Hall, J.H.P., "Social Indicators and Library Change," Library Journal, October 1, 1972, p. 3120-.

materials only in the library or taken them "unofficially". Such use is not recorded, giving a distorted view of actual project use. Because of such problems many successful projects do away with fines completely, so as not to impede impecunious borrowers.

3.3 Community Attitudes, Awareness, and Involvement

Community attitudes should be considered in the evaluation of a project but are a difficult factor to assess. Care is required in both measurement and interpretation of community attitudes. Interviews can be conducted to ask respondents what they think of a project or what they believe the community attitude to be. Any such assessment has to be done on-site or in the community and, in general, should not be conducted by personnel associated with the project evaluated.

Community awareness of a project can be measured and can provide a useful indicator, although high or increasing community awareness is not an automatic indicator of a successful project. A high degree of awareness may reflect good publicity, or controversy, or negative attitudes toward the project. Thus where community awareness is considered, it is necessary to have some indication of the polarity of attitude. A useful measure of community attitude--and one for which the attitude of the community is assumed to be positive--is the extent to which the project is used or involved with other community activities. That is, if other bonafide community functions are held in concert with project activities, or on the site of the project, the project probably has acquired a positive valence in the community.

The degree of community involvement in a project can sometimes be judged by the amount of financial or other support from the local community (e.g., volunteers, contributions of materials and funds, and offers of assistance) and is an important indication of the value placed on the project by the community. Such indicators are not likely to be present in some kinds of projects (for example, those serving isolated areas or prisons), but where they exist they should be investigated. Unfortunately, some projects serving ghettos will not receive financial or volunteer support from the ghetto residents. Many residents have no money, and in many instances, the adults have no time that can be volunteered to a project because they are too busy trying to eke out a living. The way such residents indicate their approval of the project is to ask for things from the project whether it be materials, information, or other contact with the project. This is a solid indication of success in such areas. The degree to which the community of target users or their representatives are involved with project planning or operation can also be an indicator of project effectiveness. The importance of this level of involvement is not the same for all types of projects, but for many projects the invovlement of the community is the key to success.

One further caveat must be added to the use of community-awareness measures: lack of awareness of a project per se does not always correlate with lack of use of the project or lack of interest in what it provides. For example, there may be a high amount of use and appreciation of a special collection of materials by patrons who are not aware of the collection as a project. Care should be exercised in the measurement of awareness for projects that are not clearly identified as such by the patrons. Also, the community should be carefully defined. For example, a project serving institutionalized persons may be greatly used and eminently successful, but absolutely unknown to the community at large.

3.4 Operational Performance

"Operational performance" is the measure of how well the project functions are conducted. This measure is relevant because a more efficient project presumably will better serve the people it was designed to serve. Questions to be asked in examining operational performance are: (1) What techniques are used to deliver the services or accomplish the objectives of the project? (2) Are these techniques used well? (3) Are the operations of the project carried out efficiently? (4) Do the operations facilitate or interfere with the accomplishment of the project goals?

Means of eliciting user feedback might be considered here, but performance evaluation seems to require a good deal more in work assessment and management review than is evident in most public libraries.

3.5 Cost Factors

The assumption underlying the use of cost factors is that the project that provides the same services for the same clienteles at a lesser per-capita rate is more efficient. This cost efficiency may then be translated into providing services for greater numbers of people or providing additional services for the same group of people.

Many kinds of costs are associated with a given project. Analysis of costs may reveal a correlation between (1) amount of funds expended and uses to which funds are put, and (2) degree of success. However, cost factors are very difficult to measure across projects, for several reasons: (1) monetary values (i.e., wages and prices) vary considerably from one area of the country to another and therefore costs are not absolute; (2) a high rate of expenditure does not necessarily correlate with a high degree of success, and may even indicate a degree of inefficiency; (3) many libraries do not maintain adequate cost records, or do not isolate cost records of a special project from those of the entire library operation.

Costs cannot be ignored, however, and cost records must be examined in any evaluation to determine, for example, where a project serving a very large or highly dispersed population operates with very low funding, and where a project's scope or user group is small but its funding is high. The ways in which funds are spent in individual projects should be examined to determine whether the funds are used effectively. Another aspect of cost is the ratio of state or local funding to LSCA or other federal funding, particularly over time. The proportion of state and local funds to federal funds is a useful element of information, especially when it can be shown to have increased or decreased over time. These aspects of cost could be examined with little difficulty, provided that projects kept adequate records and reported accurately to the state library agencies.

3.6 Appropriateness of Specific Goals

A final factor that must be considered is whether the specific goals of a project are appropriate for the target users. In general, goals are expressed in such broad, general terms that they will always be considered appropriate. Yet the specific goals may not be. For example, particular materials provided by a project may not be the kinds of materials that the users need or want, specific activities may be inappropriate, etc. The evaluation would not be complete if each project's activities or goals were not examined in light of the target users and what their library needs are, or are thought to be. While this is a difficult factor to evaluate, it must be given some consideration because it may provide the key to a project's success or failure.

4. Testing Methodology

The above listed set of criteria (i.e., those discussed in IV D.3) represents a set of tools by which a project can be examined. While it is very difficult to evaluate any project without in-depth, on-site study and analysis by impartial, trained observers, some means must be offered for conducting evaluations without extensive site visits.

The LSCA project team considered these criteria in the design of the survey instruments and provided for responses that would permit evaluation of the projects along the dimensions described above. We then tested the usefulness of these criteria by conducting individual evaluations of a few of the projects visited. Three staff members used the criteria discussed herein to evaluate the projects that they had visited. We rated projects along a five-point scale for the set of criteria, following the form presented in Figure IV D.1.

After each of the three staff members had rated his own projects, he distributed copies of all documents related to those projects (questionnaire and survey instruments) to the two other staff members. In this way every staff member rated all the projects visited by any of the three. We then compared the project visitor's ratings with those of the other two staff members for each project, and discussed the ratings to determine where there was a consensus

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and where there was not. The resulting consensual rating was translated into project effectiveness as shown in Table IV D.1, which gives the summary results of our ratings.

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The criteria applied in evaluating the three projects are listed in Figure IV D.1 In each case, the rater took into account the goals of the project being evaluated. (For example, the term "appropriate staff" in some cases, but not all, cases meant indigenous bilingual personnel.)

The data sources for the ratings are shown in Figure IV D.2. The ratings were always made relative to the project goals and to the needs of the special clienteles. For the pilot test, we examined the actual documents. For the remainder of the ratings, we used computer-produced or other summaries of data sources.

When all pilot ratings had been obtained from the three SDC staff members, they were summarized on a sheet similar to that presented in Figure IV D.3. The mean or consensual rating for each dimension was then determined in the manner already described.

For those projects that we evaluated during one group session, we were able to assign a weight to each criterion, which was then multiplied by the mean rating to obtain a figure of merit for that criterion. However, it was not possible to provide figures of merit for all criteria for every project. Therefore it was not possible to compare all projects by means of figures of merit for each criterion. The main difficulty was in assigning weights to criteria for those projects not evaluated by staff inspection of all interview forms (a very time-consuming process), but rather evaluated from computer processed data. Weights could have been assigned to the remainder of the projects, but we were reluctant to make decisions based only on a computer printout. (Personal examination of project documents was a most important factor in assigning weights.) This problem limits the use of this evaluation technique somewhat, but equal weights can still be assigned arbitrarily to each criterion, and a figure of merit can be derived. This, in fact, was the method used in evaluating the remainder of the 55 projects that had been visited.

After testing our set of criteria, we believe that the set of evaluation criteria developed by this project are valid and useful. We would not recommend adding or deleting any criteria.

Recommended Procedures

In using these criteria to evaluate projects, it is particularly important that the data be collected uniformly and presented in an easy-to-use format, e.g., in a matrix with the criteria arranged down the left side and the data collected from each interview or questionnaire form arranged across the page beside the appropriate criteria. For questions that have been asked of a number of people, the consensus or mean should be presented, rather than every individual response. A rating form should also be made, to facilitate the recording of the rating for each criterion. Weighting may be attempted, but it is recommended that weighting not be used without input from an interviewer observation sheet. To balance the possible effects of rater bias, more than one person should do the rating. The final evaluation can then be made from a mean rating.

The criteria are not all of equal importance for projects with different target clientele groups. In Figure IV D.4 we have attempted to summarize our judgment of the importance of each criterion with respect to four different types of projects: those serving the disadvantaged, the handicapped, the institutionalized, and a combined or mixed group. Four rankings have been devised: 1) that the criterion is irrelevant to a particular project; 2) that it has only a moderate importance; 3) that it is very important; or 4) that it varies widely within any one class. Within the class of institutionalized, for example, the criterion appropriateness of staff can be very important for those persons who are incarcerated in prisons, but only moderately important for those who are institutionalized in nursing homes or old-age homes. Similarly, in many cases library staff members never come into contact with institutionalized persons, but serve only as delivery agents to bring materials to the institution. In other cases library staff actually go into institutions to serve the clientele directly, and the appropriateness of individual staff members is very important.

PROJECT X

LOCATION Y

PURPOSE Provide English Language Study Materials

DATE

RATER

CRITERIA	RATING					COMMENTS
	not achieved	poor	fair	good	excellent	
Sufficient Staff	( )	( )	( )	( )	( )	
Appropriate Staff	( )	( )	( )	( )	( )	Part-time volunteer only
Materials--Content	( )	( )	( )	( )	( )	Bookmobile plus late hours
Materials--Format	( )	( )	( )	( )	( )	
Materials--Adequacy & Availability	( )	( )	( )	( )	( )	
Appropriate Facilities	( )	( )	( )	( )	( )	
Adequate Facilities	( )	( )	( )	( )	( )	
ETC.						

In this case, indigenous bilingual personnel

To be specifically defined for each project.

Includes distribution system, hours of operation, etc.

Figure IV D.1. Overall Approach to Project Ratings.

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	FORMS					INTERVIEWER	
	P	R	L	N	U	Observations	Ratings
Sufficient Staff	13		14	5	10		3
Staff Appropriate	14,17, 20,21, 22,24, 25		14	5	10	2,4	2
Materials - Content	5,6,7, 8,9,10	10,11	7c,10, 14	5,7, 10	6a,6b, 7a,7b, 10		4
Materials - Format	5,6,7, 8,9	10	7c,10 14	5,7, 10	6a,6b		5
Materials - Adequacy and Availability	4a,5, 6,7	7	7c,10, 14				
Facilities Appropriate	5,6,7, 8,12, 30,31	10	7c,10, 14	5,7	10		1
Facilities Adequate	5,6,9		14				
Services Appropriate	5,6,7, 8,11, 23,24, 25,30, 31	7,10, 11	7c,10, 14	5,7	8,10		6
Services Adequate	5,6, 8,11	7,10	14				
Community Attitude/ Awareness	29,30, 31,34, 35	4a,5, 7a,7b 19	18,19, 20	1,2, 11	1a,1b, 2		
Cost Factors	26,27, 28,40		21				
Overall Rating ↓ Etc.	11,32, 33,34, 35,36, 39	7c,8, 9,10, 11,12, 15,16	12,13, 14,15, 16,17	8,11, 12	3,4,5, 9		7

Figure IV D.2. Data Sources for Rating Projects.

(Numbers refer to item numbers on interview forms.)

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CRITERIA	RATER A	B	C	→ ETC.	SUM	MEAN	WEIGHT	FIGURE OF MERIT
I								
II								
III								
↓ ETC.								

Figure IV D.3. Format Used for Summarizing Ratings for Each Project.

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Criteria	Clientele Category Served			
	Disadv.	Handcpd.	Instit.	Mixed
Sufficient Staff	V	V	M	V
Appropriate Staff	V	M	X	V
Materials Content	V	M	X	V
Materials Format	M	V	I	X
Materials--Adequacy/Availability	V	V	V	V
Adequate Facilities	V	M	X	X
Appropriate Facilities	X	V	X	X
Use Measures	V	M	V	V
Community Attitude & Awareness	V	I	I	X
Operational Performance	M	M	M	M
Cost Factors	M	M	M	X
Community Involvement	V	M	M	X
Appropriateness of Goals	V	M	M	X

I = Irrelevant
M = Moderately important
V = Very important
X = Varies within any one category

Figure IV D.4. SDC Project Staff Consensus of Importance of Criteria for Evaluation with Respect to Project Category.

Table IV D.1. Summary Ratings of the 55 Projects Visited, by Special Clientele Category

Rating	Special Clientele Category			
	Disadv. N = 24	Handicpd. N = 8	Institnlzd. N = 12	Mxd. Grpgs. N = 11
Excellent	2			1
Good	11	6	4	5
Fair	5	1	5	3
Poor	3	1	3	2
Objectives Not Achieved	3			

E. DISCONTINUED PROJECTS

1. Introduction

One of the tasks of this project was to contact associated personnel from a sample of 25 to 50 projects that had been discontinued to determine difficulties and reasons for failure in serving special clienteles. This chapter documents that task. It is divided into four sections:

1) Introduction
2) Interview Procedures
3) Description of Projects
4) Findings and Recommendations.

Brief descriptions of the projects reviewed will be found in Appendix C.

To accomplish this task, the project staff contacted 30 projects that were reported (in a previous questionnaire sent to identified projects) as having been discontinued. We conducted telephone interviews with knowledgeable persons at each of the projects.

During each interview background data were collected on the project's location, duration, financing, and the special clientele for whom it was designed. Interviewees were then asked why the project had been discontinued and what could have been done differently to assure the continuance of the project. The purpose of the interviews was to discover whether there had been problems that led to the discontinuation of projects and if so, how these problems might be avoided by other libraries implementing similar projects in similar circumstances.

In selecting the 30 projects, the project staff attempted to get as wide a geographic distribution as possible. In addition, an attempt was made to get a distribution of special clienteles similar to the distribution of clienteles across operational projects. A third requirement was the availability of someone to be interviewed. Often the persons who had been directly involved with the project were no longer available at the project location and could not otherwise be contacted; in those cases, another project was selected. We made well over 125 telephone calls before obtaining 30 projects to review for this task.

The major findings of this brief study of discontinued projects are:

1) As many as one-third of the so-called discontinued projects are in fact continued with local funds, following the termination

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of federal support. These projects are "discontinued" only in terms of federal funding; however, since they identified themselves as discontinued in the Q-2 survey,[1] we have included them in our report. (Federal funds usually were granted by the state for a specific period and withdrawal ordinarily meant only that the time for that specific grant was over.)

2) A significant portion of the projects--27% of our sample of 30--were given one-time-only grants for specific purposes. When the purpose of a given project was achieved, the project was discontinued. The materials, equipment, or other benefits provided by the grant, however, are still in use.

3) Forty percent of the projects were discontinued because of federal funding was terminated by the states for cause, or because of problems often unrelated to the termination of funds. The reasons for their discontinuation are described below.

2. Interview Procedures

The projects to be reviewed were selected from information provided either by the first questionnaire survey (Q-1) or, more commonly, by the second questionnaire survey (Q-2), according to the criteria described in the introduction. For those projects that had been identified on Q-2, the Q-2 form was obtained from our file and reviewed prior to making the telephone call. During all of the calls the relevant questionnaire (either Q-1 or Q-2) was at hand for use by the interviewer. Once the project person to be interviewed was identified, a senior SDC staff member conducted the interview by telephone. The procedure for these telephone interviews was as follows:

1) Give a brief background of the LSCA study; explain the purpose of the interview and tell how the data will be used.

2) Obtain the following general information on the project:

   a. Title

   b. Location

   c. Target population

   d. Purpose of project

   e. Source and amount of funding

   f. Duration of project.

---

[1] See Appendix C.

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If any or all of this information has already been collected by means of the two questionnaire surveys, verify it briefly and go on to number (3).

3) Ask the respondent why the project was discontinued. If this question has already been answered on the Q-2, ask the respondent to expand on the information reported.

4) If the project has really terminated (i.e., is not continued under other funding or in some other guise), ask the respondent what he would attempt to do differently if the project were reinstated. How could he avoid the problems that arose in the course of the project?

5) Thank the respondent for his cooperation.

3. Description of Projects

The sample of 30 discontinued projects that were reviewed came from 16 states in nine HEW regions. The regions and states are listed in Table IV E.1, below. All regions are listed, even though one region reported no discontinued projects.

The reviewed projects served a variety of special clienteles. The distribution of special clienteles is shown in Table IV E.2. Of the 30 projects that were reviewed, 28 were funded by LSCA. The sources of federal funds are displayed in Table IV E.3. A project-by-project listing, giving region, state, target population, source and amount of funding, and duration for each project, is shown in Table IV E.4.

4. Findings and Recommendations

In performing this task, we identified three types of discontinued projects:

1) Projects whose funding has been assumed by local sources

2) Projects that have, presumably, accomplished their purpose

3) Projects that encountered serious problems.

Of the three different types of discontinued projects, the first is actually not discontinued at all; the second has terminated because of completion, at least in the sense of having achieved its goal; and the third has terminated (whether or not it was successful) because of problems in funding or in carrying out the project activities. These three types are discussed below, and a tabulation of the number of projects in each category appears in Table IV E.5.

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4.1 Projects whose funding has been assumed by local sources

These projects were started as pilot projects or experimental programs using funds provided by LSCA. When they had demonstrated their usefulness, and when federal grants ended, they found local sources of funds and continued to operate. These projects are discontinued only in terms of federal grant funds, but are in fact operational. (Continued on page IV-138)

Table IV E.1. Geographic Distribution of Discontinued Projects Reviewed.

Region	State	Number of Projects
1	———	0
2	New Jersey	2
3	Pennsylvania	1
	Maryland	1
4	Alabama	1
	Florida	1
	Mississippi	1
	So. Carolina	1
5	Illinois	1
	Indiana	1
	Ohio	5
	Wisconsin	2
6	Louisiana	2
	Texas	2
7	Kansas	2
8	Colorado	2
	Utah	1
9	California	2
10	Idaho	1
	Washington	1
		30

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Table IV E.2. Distribution of Special Clienteles Served by Discontinued Projects.

Targeted Clientele Group	Number of Projects*
Economically Disadvantaged Blacks	7
Economically Disadvantaged Whites	1
Spanish speaking Persons	4
American Indians	3
Migrants	1
Mixed Disadvantated	8
Hospitalized Persons	1
Persons in Residential Training Schools	2
Inmates of Correctional Facilities	1
Other Institutions	1
Physically Handicapped, Including Blind	2
Aged	1
Combinations of Groups	4

*Note that the total is greater than 30 since several projects listed more than one target clientele instead of using a combination category.

Table IV E.3. Sources of Federal Funds for Discontinued Projects.

Source of Federal Funds	Number of Projects
LSCA Title I	23
LSCA Titles IV-A and IV-B	5
ESEA Titles I and II	1
Older Americans Act	1
	30

Table IV E.4. Summary of Background Information on Discontinued Projects (Sheet 1)

Region	State	Target Population	Source and Amount of Funding		Duration
1	(None reported ----------				)
2	New Jersey	Economically Disadvantaged Blacks	Title I State	$ 2,700 2,700	3 months
2	New Jersey	Economically Disadvantaged Blacks	State	600	1 year
3	Maryland	Mixed Disadvantaged	Title I	3,000	1 month
3	Pennsylvania	Mixed Disadvantaged	Title I Private Grants	109,000 109,000	8 years
4	Alabama	Inmates of Correctional Facilities	Title I	$ 3,000	1 year
4	Florida	Hospitalized	Title IV-A State	2,500 2,000	2 years
4	Mississippi	Physically Handicapped Including Blind	Title IV-B Counties	41,574 14,650	2 years
4	So. Carolina	Mixed Disadvantaged	Title I State Local	4,500 17,694 5,700	3 years
5	Illinois	Combinations of Disadvantaged	Title IV-A State	35,000 34,000	6 months 1 year
5	Indiana	Mixed Disadvantaged	Title I	8,850	5 months

Table IV E.4. Summary of Background Information on Discontinued Projects (Sheet 2)

Region	State	Target Population	Source and Amount of Funding		Duration
5	Wisconsin	Migrants	Title I	992	3 months
5	Wisconsin	Aged	Older Americans Act	55,000	3 years
5	Ohio	Mixed Disadvantaged	Title I Local	41,867 11,700	1 year
5	Ohio	Spanish Speaking	Title I Local	$147,734 10,078	3 years
5	Ohio	American Indians	Title I Local	24,810 3,647	1 year
5	Ohio	Mixed Disadvantaged	Title I	371,575	2 years
5	Ohio	Economically Disadvantaged Blacks	Title I Local	48,488 8,000	4 yrs., 1 month
6	Louisiana	Mixed Disadvantaged	Title I State	2,000 1,000	4 months 2 months
6	Louisiana	Combinations of Disadvantaged	Title I	8,500	1 month
6	Texas	Spanish Speaking	Title I State	10,000 20,295	5 months
6	Texas	Physically Handicapped Including Blind	Title IV-B	10,000	1 yr., 7 mos.

Table IV E.4. Summary of Background Information on Discontinued Projects (Sheet 3)

Region	State	Target Population	Source and Amount of Funding		Duration
7	Kansas *	American Indian	Title I	16,069	7 months
7	Kansas	Mixed Disadvantaged	Title I		7 months
8	Colorado	Residential Training School	ESEA Title I ESEA Title II State	$ 1,500 400 6,500	7 months
8	Colorado	Residential Training School	Title I State	1,900 300	2 years
8	Utah	Instituticnalized	Title I Title IV-A	1,025 3,800	1 yr., 7 mos.
9	California	Economically Disadvantaged Blacks Spanish Speaking Mixed Disadvantaged	Title I State Local	512,712 149,865 149,865	2 years
9	California	Economically Disadvantaged Blacks	Title I State Local	77,580 54,577 54,477	3 years
10	Idaho	Blacks, Whites Spanish Speaking American Indians Migrants Mixed Disadvantaged	Title I Local	8,471 5,000	8 months
10	Washington	Economically Disadvantaged Blacks	Title I	10,000	1-1/2 months

*These two projects were funded and operated jointly.

Table IV E.5. Reasons for Project Discontinuation.

Reasons for Discontinuation	Number of Projects*
1. The project has continued with local funding.	10
2. The purpose of the project was accomplished.	8
3. The project encountered funding or other problems.	
a. Federal grants were ended and no local money was made available.	10
b. No space was available.	4
c. No staff was available.	4
d. There was insufficient administrative support for the project.	6
e. The target group was not consulted in planning the project.	2
f. Space used for the project was inappropriate.	3
g. Staff used for the project was inappropriate.	2

*Because many projects listed more than one reason, the total is greater than 30.

4.2 Projects that have accomplished their purpose

A typical example of a project of this type is a one-time-only grant made for the purpose of upgrading a collection, a facility, or staff skills. When the materials are purchased or the refurbishing is complete, the project is listed as discontinued. However, the results of the project are still very much in evidence.

4.3 Projects that encountered serious problems

The problem most frequently cited in our series of interviews was that federal money had run out and no other source of funding was found. (Again, it must be pointed out that the federal grants were usually term grants for a specific period.) Closely related to the lack of money were problems such as lack of space and lack of staff. Basically, seven different problems were mentioned as contributing to project terminations (see Table IV E.5).

The degree of sophistication with which persons interviewed were able to discuss their projects varied greatly from one interview to another. In one case, the respondent had been on the job only a few weeks and knew very little about the project, which had been discontinued some time before he appeared on the scene. No one who knew very much about the project was available and no contact could be made after many attempts. At that point, we chose another project to interview. At the other extreme, a set of interesting and valuable suggestions for the administration of LSCA-funded projects was made by a respondent in Kansas.

The following list of recommendations was developed from the series of interviews. While they will not guarantee success, we believe that their use will predispose a project towards success. Some of the items are presented specifically as they were stated in the interviews. Other items are inferred from the general comments of respondents and based on our understanding of library projects.

1) Planning must be specific, detailed, and realistic.

2) The target group for the project should be consulted whenever it is reasonable to do so. This consultation should include not only the exploration of needs, but also the opinions of the target group members about space, staff, and other details of the services to be provided.

3) The broadest possible community support should be sought. Public relations must be given constant attention. Attention to this matter should not be concentrated at the beginning of the project, but rather should be spread throughout the life of the project.

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4) Training must be on a broad scale. Many library projects require that the target group be trained in the use of project services. The training component of the project may turn out to be at least as important as the services the project is ostensibly designed to provide. The obligation to provide training and to become attuned to the community is in some way part of most of these projects, and must be accepted as such by those who administer the projects.

5) The broadest possible administrative support must be sought. This may involve considerable public relations work with, and education of, administrators at state and local levels. Although such efforts are time-consuming and may at times seem irrelevant, the investment in administrative support is likely to pay off in terms of the life of the project. This is especially true with respect to the length of time that a project operates. In many instances funding may be given initially for a short period of time, so short that the project cannot really show whether or not it is effective. Administrative support up and down the governmental hierarchy is necessary to see that funding is continued at least long enough to determine whether or not the project will do what it is supposed to do.

6) Since all federal funding eventually tends to run out, the project plans should include methods of integrating the project activities and the project budget into the regular library services and budget. From the earliest stages of project planning, the staff should be alert to possibilities for other funding, and should increase their emphasis on finding such funding as the project continues.

7) Careful attention should be given to such details of library service delivery as: availability and appropriateness of space, availability and appropriateness of staff, and methods of reaching the target clientele. The relationships between the allocation of money for various purposes and the amount of library service actually delivered to the target group should be carefully explored. An economy that drives the target group away cannot be cost-effective!

These kinds of prescriptions are easy to identify and state, but difficult to implement and evaluate.

A recurring theme in the interviews, and one that seems relevant to the future administration of LSCA funds, is the feeling of frustration expressed by persons at the project level. Some dedicated individuals, who felt that they had provided real benefits with the money they had received, reported that federal funds were withdrawn by the state library just when they were within sight of their goals. (This suggests that a more detailed explanation of LSCA and state funding procedures should be given to library and project directors so that this source of frustration can be eliminated or minimized, or at least directed to the proper source.) In other cases, it was felt that the state

administration had put so many barriers in the paths of local project people that it was impossible to do a good job of carrying out the project objectives. Some local project people reported that the state administration did not understand their problems, did not allow enough time for a project to prove itself, and withdrew funding whether or not the project was valuable (see item (5) above). These kinds of frustrations occur at least partly because LSCA funds are distributed through the state agencies rather than directly to the local projects. There is considerable evidence that quaint bureaucratic customs in some states and local governments impose restrictions on the use of LSCA funds never intended by Congress. For example, in some states LSCA Title I funds may not be used to purchase equipment, even though Title I clearly specifies that equipment is a legitimate expenditure. The lines of communication between those who authorize the expenditures and those who operate the projects are long, and people at the project level feel that their needs and observations are not heard in Washington. In view of the need at the federal level to preserve the autonomy of states, it is difficult to see a solution. It should be recognized, however, that some of the difficulties that lead to these frustrations may in fact be reducing the effectiveness of LSCA grants.

F. SUMMARY OF PROJECTS

1. Project Summary by Region and State

Table IV F.1 provides a complete inventory of the projects that were identified from the individual project questionnaire (Q-2).[1] The purpose of this table is to provide a complete listing of projects identified, together with the title of each project and a brief summary of project goals. Within each region, projects are listed by state and project identification number. These numbers were arbitrarily assigned, in the order in which the projects were listed on the questionnaires, as control numbers. Thus, each project has a unique identification when the state abbreviation is included (for example, CT-01).

Following the project identification number is a column in which are contained two further descriptive pieces of information: a shortened project title, derived from the title as it was presented on the questionnaire, and a brief project description, or list of objectives--again, as derived from the questionnaire. There is a wide discrepancy across projects in the ways in which objectives are listed and in the amount of detail included in the descriptions. However, the information is presented as completely as possible, given the material provided.

This table may be used as a cross-reference with the project matrix table (Table IV F.2) which also lists projects by region, state, and identification number, within clientele groups. Note that the matrix lists projects by clientele group served as the first breakdown. Thus, if the reader finds a project listed in the inventory and wants to locate that project in the matrix, he must first read the project description, as given in the inventory, to identify the clientele group served. He can then look in the matrix under the section for that clientele group to find the project in which he is interested. The full table will be found in Appendix F.

2. Project Summary by Special Clientele Group

Table IV F.2 is a project matrix, in which all projects identified in the project questionnaire Q-2 are listed, together with factual data on each project. This table was designed to provide a complete listing of all projects, together with important factual data on each project. The reader can locate any project in the inventory and find the essential data regarding that project. The projects are listed, first, by clientele type, according to the 29 clientele categories:

[1] See Section IV B.2.

1 - Disadvantaged Blacks
2 - Disadvantaged Whites
3 - Mexican-Americans
4 - Cubans
5 - Puerto Ricans
6 - Other Spanish-Speaking
7 - Chinese
8 - Japanese
9 - Filipinos
10 - Other Asian-Americans
11 - American Indians
12 - Migrants
13 - Hospitalized
14 - Persons in Nursing Homes
15 - Persons in Training Schools
16 - Inmates of Correctional Institutions
17 - Physically Handicapped
18 - Aged
19 - Disadvantaged Blacks and Whites
20 - Other Combinations of Disadvantaged
21 - Persons in Hospitals, Nursing Homes
22 - Other Institutionalized Combinations
23 - Handicapped and Aged
24 - Hospitalized, Nursing, Handicapped, Aged
25 - Disadvantaged and Institutionalized
26 - Disadvantaged and Handicapped
27 - Institutionalized and Handicapped
28 - Disadvantaged, Institutionalized, Handicapped
29 - All Others

Within each clientele category are listed the projects serving that clientele, by region, state, and project identification number. Note that the identification number was arbitrarily assigned so that, with the state abbreviation, each project identified in the study would have a unique number (e.g., NJ-29). The matrix allows the reader to see at a glance the characteristics (e.g., funding levels) for projects serving a certain clientele group.

For each of the projects, then, are provided the following information:

- a column ("LOC") indicating the type of location in which the project is operating--urban, suburban, or rural);
- a column ("ST") indicating the project's status: operational ("Y") or not ("N");
- a column ("DATES") indicating the date on which the project began operation and, where applicable (or where provided), the dates on which operation ceased;
- a column ("FACILITIES") indicating whether the project operates in the main library building, in a storefront, or in some other facility such as a bookmobile;
- a "STAFF" column, which lists the number of full-time project staff (FL), the number of part-time project staff (PT), and the number of staff members who are of the same ethnic background as the target group (SM). (It is to be noted that the questionnaire asked specifically for an indication of ethnic match between staff members and target clientele members.)

- A set of columns indicating the FUNDING PATTERNS of each project, for federal sources, state sources, local sources, other sources, and total funding, in the following categories of funds:

  SAL = salaries and wages;

  MAT = books and other printed materials;

  AV = audio-visual and other special aids (e.g., magnifiers);

  EQP = major pieces of equipment, such as microfiche readers, phonograph players, or movie projectors;

  CON = contractual services, e.g., consultants, building maintenance;

  OTH = all other fund expenditures not accounted for in the previous categories; and

  TOT = total funds expended within each of the four funding source categories.

Along with each dollar value in each column is a percent column in which is listed the percent of the total that was expended for that element of funding. This matrix thus provides a complete set of status, staff, facilities, and funding information for all projects returning valid Q-? questionnaires. The reader may make cross references between this table and the Project Inventory Table (IV F.1), using the unique project numbers to find the projects in the inventory. The full table will be found in Appendix E.

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Table IV F.1. Individual Project Titles and Goals as Given by Respondents to Individual Project Questionnaires.*

RESPONDENT	STATE	CT	ID	PROJECT TITLE AND OBJECTIVES
1	CT	01		GRANTS TO LIBRARIES-ID I,II
1	CT	02		CONNECTICUT CORRECTIONAL INSTI RELATALOG & RECLASSIFY ENTIRE 15,000 VOLUME COLLECTION PROV MAT IN SP FOR SP SPEAKING DEVELOP A VOCATIONAL & JO DIRECTORIES ETC SET UP EXHIBITS OF PARTICULAR TYPES OF BKS DEVELOP A REFERENCE COLLECTION IMPROVE THE LAW LI USEFUL
1	CT	03		CHILDRENS BOOKS & AV EQUIP PROVIDE MENTALLY RETARDED WITH HIGH INT-LOW VOCAB BKS TAPED BKS A V EQUIP
1	CT	04		PAPER BACK THERAPY TO PROV READING MAT FOR "HOUSEOVERS" AND NEARLY SENTENCED INMATES TO HELP THEM ADJUST TO THE INST ATMOSPHERE.
1	CT	05		GRANTS TO LIBRARIES-ID I,II
1	CT	06		GRANTS TO LIBRARIES
1	CT	07		GRANTS TO LIBRARIES-ID C
1	CT	08		INSTITUTE IN LIBRARIES-PILOT STUDIES DEVELOP NEW CAPABILITIES IN LIB SERV FOR IN INST OF CORRECTION, HEALTH, MENTAL HEALTH
1	CT	10		EQUIP & EQUIP STATE HOSP PROVIDE INST OTHER MAT IN ADD & ALLIED FIELDS
1	CT	11		INST LIB SURVEYS TO PROV METHODS FOR THE FEASIBLE DEVELOPMENT OF LIB SERV TO INMATES, PATIENTS, RESIDENTS AND STAFF.
1	CT	12		LIB MATERIALS STATE HOSP BASIC MEDICAL & ALLIED SCIENTIFIC MATERIALS FOR USE BY MEDICAL STAFF
1	CT	13		SPEC LIB-CHILDREN TO PROV LIB MAT & SERV TO RETARDATES AND SUCH AT THE TRAINI SCHOOL & TO PROV FOR THOSE WHO MATRICULATE AT SCHOOL
1	CT	14		GRANTS TO LIBRARIES-ID II,IC PROVIDE REGIONALLY-BASED SUPPL TO LIB BUDGETS AT INSTS STATE- OPERATED OR SUBSTANTIALLY SUPPORTED BY STATE
1	CT	17		STATE LIB-BLIND & PHYS HNDCPD TO MAKE LIB MAT, EQUIP, AND SERV READILY ACCESSIBLE TO ALL ELIGIBLE BLIND, PHY, PERCEPTUALLY AND VIS HNDCPD PERSONS, WHERE EVER THEY LIVE IN CONN, AT A LEVEL THAT ACCORDS WITH NATIONALLY RECOGNIZED STANDARDS
1	MA	02		SERV TO PHYS HNDCPD & BLIND PHYS HNDCPD AND BLIND PROV TALK BKS CASSETTES MACHINES PLAYERS PROC TURNERS ON TRAP BASES TO FORM DELIVERY SERV TO ABOVE TO PROVIDE TAPES & PROC FOR UNSTRG HOME PATIENTS
1	MA	04		ESEA TITLE I SPECIAL PROJECT GRANT PROV LIB SERV TO THE SPEC COMMUNITY GROUPS WHICH IN 1967 FOR LIB WAS NOT SERV ADEQUATELY THE SENIOR CITIZEN AND VIS HNDCPD
1	MA	05		PROJECT OUTREACH TO PROVIDE LIBRARY MATERIALS TO DISADV YOUTH & SENIOR CITIZENS
1	MA	07		HOMEMOBILE BKMOB LIB SERV TO RESIDENTS OF NURSING HOMES & SHUT-INS LARGE PRINT MAGAZINES CASSETTES READERS ADVISORY ASSISTANCE FILM
1	MA	10		LIB SERV-SPANISH SPEAKING PROVIDE LIB SERV TO SPANISH-SPEAKING MAINLY ADULTS ENTERTAINMENT & PRACTICAL SKILLS
1	MA	11		INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN SUPPLY BKS AND LEARNING MAT TO PARENTS OF CHILDREN WITH HNDCPS ENABLE LEARNING DISAB SPEC TEACHERS CONSULT WITH PARENTS TO HELP THEIR CHILDREN TEACHERS ALSO SHOW PARENTS TO USE SPEC MAT PARENT GROUPS TO HELP EACH OTHER TO GET BETTER SPEC ED IN COMMUNITY
1	MA	13		CASA DE SUAVIDAD

*The full table will be found in Appendix F.

Table IV F.2. Individual Project Matrix.*

CLIENTELE TYPE	PROJECT ID	LOC	ST	DATES	FACILITIES	STAFF	FUNDING PATTERN											
DISADVANTAGED BLACKS	2 NJ 26	SBN	Y	062169	ESTB BRNCH	2FL		FEDERAL		STATE		LOCAL		OTHER		TOTAL		
						OPT	CAT	$	%	$	%	$	%	$	%	$	%	
						2SM	SAL	0	0	14908	74	0	0	0	0	14908	74	
							MAT	0	0	3500	17	0	0	0	0	3500	17	
							AV	0	0	1000	4	0	0	0	0	1000	4	
							EQP	0	0	525	2	0	0	0	0	525	2	
							CON	0	0	0	0	0	0	0	0	0	0	
							OTH	0	0	75	0	0	0	0	0	75	0	
							TOT	0	0	20008	100	0	0	0	0	20008	100	
	2 NJ 27	UBN	Y	112971	ESTB BRNCH	1FL		FEDERAL		STATE		LOCAL		OTHER		TOTAL		
						6PT	CAT	$	%	$	%	$	%	$	%	$	%	
						7SM	SAL	7950	46	0	0	0	0	0	0	7950	46	
							MAT	3000	17	0	0	0	0	0	0	3000	17	
							AV	0	0	0	0	0	0	0	0	0	0	
							EQP	4000	23	0	0	0	0	0	0	4000	23	
							CON	0	0	0	0	0	0	0	0	0	0	
							OTH	2000	11	0	0	0	0	0	0	2000	11	
							TOT	16950	100	0	0	0	0	0	0	16950	100	
	2 NY 58	UBN	Y	040169	ESTB BRNCH	0FL		FEDERAL		STATE		LOCAL		OTHER		TOTAL		
						12PT	CAT	$	%	$	%	$	%	$	%	$	%	
						9SM	SAL	71018	63	0	0	0	0	0	0	71018	63	
							MAT	14026	12	0	0	0	0	0	0	14026	12	
							AV	3000	2	0	0	0	0	0	0	3000	2	
							EQP	6885	6	0	0	0	0	0	0	6885	6	
							CON	0	0	0	0	0	0	0	0	0	0	
							OTH	17221	15	0	0	0	0	0	0	17221	15	
							TOT	112150	100	0	0	0	0	0	0	112150	100	
	2 NY 62	MXD	N	020165	OTHER	7FL		FEDERAL		STATE		LOCAL		OTHER		TOTAL		
				120167		2PT	CAT	$	%	$	%	$	%	$	%	$	%	
						4SM	SAL	27110	50	0	0	0	0	0	0	27110	50	
							MAT	5000	9	0	0	0	0	0	0	5000	9	
							AV	5000	9	0	0	0	0	0	0	5000	9	
							EQP	610	1	0	0	0	0	0	0	610	1	
							CON	8170	15	0	0	0	0	0	0	8170	15	
							OTH	8170	15	0	0	0	0	0	0	8170	15	
							TOT	54060	100	0	0	0	0	0	0	54060	100	
	3 DC 01	UBN	Y	040170	OTHER	28FL		FEDERAL		STATE		LOCAL		OTHER		TOTAL		
						OPT	CAT	$	%	$	%	$	%	$	%	$	%	
						28SM	SAL	236500	71	0	0	0	0	0	0	236500	71	
							MAT	52000	15	0	0	0	0	0	0	52000	15	
							AV	2500	0	0	0	0	0	0	0	2500	0	
							EQP	3000	0	0	0	0	0	0	0	3000	0	
							CON	0	0	0	0	0	0	0	0	0	0	
							OTH	35500	10	0	0	0	0	0	0	35500	10	
							TOT	331500	100	0	0	0	0	0	0	331500	100	

*The full table will be found in Appendix E.

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G. STUDY OF USER NEEDS

The study of user needs was conducted in three stages: a preliminary identification of needs, a collection of needs as identified in questionnaires, and on-site data gathering. These stages are described below.

1. Preliminary Identification of Needs

At the beginning of the study, the project staff conducted a data-gathering effort to identify library services needs of the special clienteles to find needs of those groups that had been identified in the literature. This was necessary to enable the project staff to identify needs that could be used to develop survey instruments for designing the study. In addition, representatives of various special clientele groups were convened for a discussion of library activities and practices and the needs that each felt were significant. The group was convened from the Los Angeles area, and included representatives of different ethnic groups, physically handicapped, and institutionalized persons. The meeting was conducted to outline project goals to the representatives and to provide a forum for discussion of those goals. In small groups participants discussed their real feelings about present library services, feelings of their community or colleagues about the library, and needs for library service that are not being met.

While not all interested groups were represented, the meeting was useful in that it provided a starting point for the study and augmented data on user needs identified by the project staff. Because the meeting was conducted in an informal manner and participants were encouraged to voice their true feelings, a great deal of useful, albeit preliminary, information was collected.

In addition to the meeting, the project staff conducted a few informal interviews with spokesmen for disadvantaged groups in the Los Angeles and Washington, D.C., areas, to identify library needs and learn their feelings about library service to their communities.

As a result of these activities, the project team was able to assemble a document that provided a very preliminary list of some needs for library services that are expressed by members of the different special clienteles.[1] This information provided a strong input to the data-gathering instruments.

2. Questionnaire Data on Needs

The questionnaire that was sent to the State library agencies, Q-1, included an open-ended question about user needs. Q-1 was intended to gather general information that the state library agencies could provide regarding their conception of user needs of special clienteles.

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[1] TM-4809/000/01, LSCA Project: Preliminary Report on User Needs, Jan. 7, 1972.

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The results were quite uneven. Approximately 50% of the respondents provided answers to the question concerning user needs. The answers were quite varied, ranging from the very specific (e.g., Minibuses) to the very general (e.g., Program for the Disadvantaged). The actual responses, in abbreviated form, have been published in a previous document[1], and also are contained in Appendix D. The wide variety of answers they display cannot be easily summarized, but responses studied by the project staff provided valuable insight into needs that could be explored in subsequent instruments.

Both the specific needs and the general needs, then, were used by the project staff in developing the second questionnaire and the on-site interview instruments.

3. On-site Data

3.1 Data Gathering

The most useful data concerning user needs were gathered during the field-site visits and interviews. Each of the five questionnaires--Project Director (Form P), Other Librarian (Form L), Related-Agency Personnel (e.g., persons in other community programs related to the special clienteles served by the project--Form R), User (Form U), and Non-user (Form N)--sought information on the respondent's perception of the library service needs of the particular category of user for whom the project was intended.

The questions relating to user needs differed from one questionnaire to another, because the type of respondent and the type of interview for each suggested different ways of seeking the information. For example, questions to project directors and other librarians were open-ended, while questions to related-agency personnel and users and non-users were structured. In addition, response options differed for purposes of tailoring the questionnaire to the level of respondent awareness, interest, and expertise.

As a result, the use of different questions on the five instruments required that the different responses be categorized, to provide a common list of needs that could be compared across projects, groups of users, and types of respondents. This was done for questions that were essentially the same on two or more instruments. Some questions related to needs were intended to be specific to a particular type of respondent and were limited to one instrument. For example, only users could be asked whether or not they received from the projects materials that satisfied their needs. Project personnel, related-agency personnel, and non-users might have opinions on the matter but could not act as spokesmen for the users. Other questions appeared on more than one instrument, but few were used on all five instruments. Finally, in some instances, respondents were asked directly about their needs (e.g., "Do you

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[1] TM-4835/001/02, Progress Report, LSCA Project: Survey of State and Territory Library Agencies, 11 December 1972.

have a need for ____?"), whereas in other cases, oblique questions were asked (e.g., "What are some of the operational problems of the project?").

The project staff studied the response categories in the three instruments in which the responses were structured, and the different responses to the open-ended questions in the project director (P) and other librarian (L) instruments. The staff then developed a master list of 31 needs (Table IV G.1) so that needs expressed in responses to open-ended questions might, hopefully, be categorized. We believe our hope was realized, as discussed below. The list is not specific; for example, the category "Entertainment Programs" does not specify the kind of entertainment desired in each case, and the "Books (general)" category does not specify a kind of book. But the cateogries are useful and are felt to be the most mutually exclusive subdivision that the staff could devise while the uniqueness of each type of need was preserved.

The needs data obtained from the on-site visits are presented in three parts. First are the data obtained from the "officials"--i.e., Form P, R, and L respondents. Then, the data that were obtained from the clienteles and targeted populations--i.e., Forms N and U respondents. Then, there is a synthesis that summarizes the needs of special clientele.

3.2 Form P, R, and L Respondents Data

Forms P and L respondents were the project directors, and librarians on the library staff who were not part of the project. They were asked about the needs of the special clienteles and about what methods they used to identify those needs. The methods that they reported are shown in Table IV G.2. While all projects reported use of some method to determine user needs, it is interesting to note that only one percent of the respondents consulted members of target groups, and only 18 percent had interviewed target group spokesmen to determine user needs. It is also possible that the method "ad hoc committees" might also include discussion with either members of target groups or the spokesmen therefor, although the makeup of such committees did not always include members of the target group or target group spokesmen. It is also possible that the method "target area survey" might include interviews with members of the target group, although that possibility was not explored during the interviews.

It is curious that the most commonly used method was that of "asking professional library agencies and other professional librarians". We found the statistic puzzling because of our conclusion that in the past most librarians have not had especially good insight into the needs of special clienteles. This finding, with certain notable exceptions, was borne out both by the project questionnaires and our site visit data.

Form R respondents were personnel in related agencies who were interviewed primarily concerning the success and failure of projects and problems associated with projects; however, some needs data were obtained from the Form R respondents.

Table IV G.3 presents the special clientele needs as expressed by the Form P and L respondents. The data are presented in terms of the importance of the needs as seen by the respondents. The data for all clientele groups were combined, since the data were generally evenly distributed across groups, with the exceptions noted below. Several interesting observations may be made of the data contained in Table IV G.3. First of all, Form P respondents generally voiced a greater number of needs than did Form L respondents. There were 56 Form P interviews and 133 Form L interviews. But there were 461 P responses (to the question concerning user needs) as compared to 354 L responses to the same question, asked by the same interviewers. We can conclude that the P respondents have a greater awareness and/or a greater willingness to express user needs. When needs were listed, respondents were also asked to indicate how important they felt the need to be. As expected, few respondents used the "not important" rating since this was almost a contradiction in terms--i.e., few items identified as needs would be considered "not important". Looking at Table IV G.3, one of these instances can be seen under "Need 3", where three, Form-P respondents indicated "Need 3" as not important. Also, under Need 4, four Form-L respondents considered that need not important. But these were both high response categories, and probably represented an expression of slight need.

As previously indicated, there were several exceptions to the general pattern of equal distribution of needs as a function of clientele type. These were all in what might be considered predictable areas. Specifically, there were significantly higher expressed needs for:

- Ethnic materials
- Foreign-language materials
- Large-print books

The most interesting data contained in Table IV G.3 are the number of respondents expressing that a particular need exists or does not exist. To examine these data more meaningfully, the results were transposed to Tables IV G.4 and G.5, for Form P and L respondents, respectively. These tables present the needs in rank order. Needs ranked as very important and moderately important were combined, but note that the more significant needs tended to follow the same pattern (see Table IV G.3). Several striking factors emerge from the data in Tables IV G.4 and IV G.5. First, an overwhelming feeling among both L and P respondents of a need for "instructional classes" showed itself. This is a departure from traditional library roles expressed by both project directors and librarians. There was also a very strong feeling in both sets of respondents that "transportation" and "large-print books" are highly significant needs. Other significant needs can be seen in the tables. At the low end of the spectrum, there was, somewhat surprisingly, a concurrence that more staff and more funds were not important needs. This is especially surprising with respect to funds, since a significant number of L respondents (see Table IV C.16 on p. IV-86 indicated that insufficient funding was a problem. Probably, the respondents did not think of funds as a clientele need.

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There was remarkable consistency in the response patterns of Form P and L respondents (Table IV G.6). About the only notable divergence were needs 10 (Ethnic materials) and 16 ("How-to" books and pamphlets) where 28.6% and 26.8% of the P respondents, respectively, felt the two needs were important. This contrasts with 5.3% each for the same two needs as reported by L respondents. We suspect the higher rating by Form P respondents reflects closer contact with the clientele they serve and is a better estimate than the L respondent estimate. All other needs were sufficiently close, when compared in rank order or in terms of percent expressing, to allow for a consensual expression of needs.

Form R respondents were not asked directly about clientele needs in the sense asked of L and P respondents. They were asked if they had any suggestions for improving projects and what problems existed at the projects. We attempted to infer needs from their responses to these questions, but the results were not directly comparable to the needs reported by the P and L respondents. Table IV G.7 contains a tally of responses to Item 16 on Form R, which asked "Have you any specific suggestions for making the project more effective or having it better serve the needs of special clientele?" Since the question was not directed toward needs, we did not expect that responses would correspond to need statements. However, 398 responses could be coded as need statements; their distribution is shown in Table IV G.7. In order to compare these responses to those obtained from L and P respondents, we rank-ordered the data. They are presented in Table IV G.8. Here we may note a considerable variance of Form R responses from those obtained from L and P respondents--again, this is not surprising, considering the difference in questions asked. Virtually zero correlation exists between the responses in Tables IV G.8 and IV G.6. This low correlation represents a different dimension rather than a divergent view of user's needs. The dimension here is one of "what do projects need to operate more successfully," rather than "what do the users need." The fact that "more publicity" ranked number 1 makes sense in terms of this dimension, as do many of the other rankings. For example, subject or topical areas all had very few responses. In fact, those that were offered should be given extra weight, since they were spontaneous and not related to a need question. Thus, the high ranking responses are considered significant, but the low ones are not.

The two highest-ranking responses were "more publicity" and "more community involvement." Neither of these were especially significant in the L and P responses, but both suggest project needs (as opposed to user needs) as seen by people who know the community and the projects. The third-ranking response was "additional staff" which was rather low in the P and L responses. This fits with the conception presented, i.e., "what do the projects need?" It also is consistent with the data contained in Table IV C.16 (see p. IV-86) in which L respondents indicated that insufficient funds were a problem in a significant number of projects. Also, inadequate publicity was frequently cited as a problem by L respondents, corresponding to the view of the R respondents about the need for more publicity.

L and P respondents were asked how adequately they felt that the projects met the clientele needs that the respondents identified. Their responses are tabulated in Table IV G.9. On an overall basis there were 232 cases where needs were not met or barely met as compared to 430 cases where they were met moderately well or were met well. This is slight less than a 2 to 1 ratio--a significant number of cases where needs were not being met. On an individual-need basis, a few cases appeared where needs were met reasonably well. These included Health and drug abuse information and materials, Volunteers or aides, and Interlibrary or interagency cooperation. On the other hand, in many cases the situation was quite bad with the number not being met equaling or exceeding the number being met. This was especially the case with respect to Transportation of people or materials, Additional hours, Ethnic materials, Foreign-language materials, English-language books or instruction, and Recordings (including talking books). This matter is discussed further in Section V, paragraphs A.1 and 2.

Table IV G.1. List of 31 Needs

Code	Need
01	General or traditional library services
02	Entertainment programs (crafts, story hours, etc.)
03	Instruction classes and materials for adults
04	Transportation of people or materials
05	Additional hours
06	Additional or improved facilities
07	Books (general)
08	Large-print books
09	Low-vocabulary high-interest books for adults
10	Ethnic materials
11	Periodicals
12	Foreign-language materials
13	Health and drug abuse information and materials
14	Job information and vocational materials
15	Child care information
16	"How to" books and pamphlets (do-it-yourself, hobbies, etc.)
17	English-language books or instruction
18	Consumer and legal information and materials
19	Audio-visual devices
20	Recordings (including talking books)
21	Films
22	Miscellaneous equipment
23	Nonbook materials (general)
24	Additional funds
25	Additional staff members
26	Bilingual or ethnically similar staff
27	Volunteers or aides
28	Inservice training
29	More publicity
30	More community involvement
31	Interlibrary or interagency cooperation

Table IV G.2. Methods to Identify User Needs, as Reported by Form P and L Respondents.

Method	Percent Reporting Use of this Method
1. Target Area Survey	14
2. Ad Hoc Committees	5
3. Brainstorming Session	6
4. Asking professional library agencies and other professional librarians	21
5. Interviewing target-group spokesman	18
6. Other	
a. Knowledge of community based on residing there	2
b. Research and study	2
c. Talking to other agencies' representatives	2
d. Years of experience (own personal, working in district or projects)	3
e. Requests for materials (by patients or from requisitions)	2
f. Feedback from field worker	2
g. Working with	
1. Advisory committee	2
2. Residents of target area	2
h. Personal professional opinion	3
i. Talking with user	4
j. Personal ideas	2
k. Preview of films (prior to purchase)	1*
l. Visited models of other operations concerning their field or ones in use.	2
1. Libraries	
2. Nursing homes	
m. Weekly evaluation of user's needs	1
n. Sitting in on class sessions	1

* This is analogous, we believe, to item e ("Requests for Materials").

Table IV G.2. Methods to Identify User Needs, as Reported by Form P and L Respondents. (Cont'd).

Method	Percent Reporting Use of this Method
o. Relying on information from	
1. Referral staff at Health & Welfare Council	2
2. School Academic Director	
3. State Librarian	
p. Consulting library staff working on and planning project.	1
q. Observing necessary part of program .	1
r. Consulting members of target groups. .	1

Table IV G.3. Summary of Special Clientele Needs as Expressed by Form P and L Respondents.

NEED	Number of P Respondents Reporting Need As			Number of L Respondents Reporting Need As		
	Very Important	Moderately Important	Not Important	Very Important	Moderately Important	Not Important
1) General or traditional library services	16	5	2	8	2	0
2) Entertainment programs (crafts, story hours, etc.)	4	7	1	14	2	0
3) Instruction classes and materials for adults	49*	8*	3*	49	13	1
4) Transportation of people or materials	11	8	0	20	8	4
5) Additional hours	5	5	1	5	2	2
6) Additional or improved facilities	6	1	0	1	0	1
7) Books (general)	14	5	2	2	2	0
8) Large-print books	17	8	2	22	5	1
9) Low-vocabulary, high-interest books for adults	5	3	1	6	1	0
10) Ethnic materials	14	2	0	5	2	0
11) Periodicals	13	2	0	16	2	3
12) Foreign-language materials	10	2	0	6	3	0
13) Health and drug abuse information and materials	15	3	0	13	3	0
14) Job information and vocational materials	10	0	0	8	1	0
15) Child care information	5	0	0	4	0	0
16) "How to" books and pamphlets (do-it-yourself, hobbies, etc.)	6	4	0	7	0	1
17) English-language books or instruction	6	0	1	6	5	0
18) Consumer and legal information and materials	2	3	0	1	0	0
19) Audio-visual devices	2	1	0	3	1	0
20) Recordings (including talking books)	7	3	1	4	2	0
21) Films	4	1	2	8	2	0
22) Miscellaneous equipment	0	2	0	5	0	0
23) Nonbook materials (general)	3	1	0	1	1	0
24) Additional funds	0	2	0	0	1	0
25) Additional staff members	2	0	0	2	0	0
26) Bilingual or ethnically similar staff	1	1	0	5	1	0
27) Volunteers or aides	3	2	0	15	0	0
28) Inservice training	4	1	0	10	0	0
29) More publicity	6	1	0	8	3	2
30) More community involvement	5	1	0	8	2	0
31) Interlibrary or interagency cooperation	5	0	0	2	0	0
Totals	252	82	16	264	64	15

*Some respondents expressed the same need for more than one clientele, hence the total exceeds 56.

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Table IV G.4. Rank Order of Needs Expressed by P Respondents (N = 56)

RANK	N	PERCENT EXPRESSING	NEED
1	57*	101.7*	Instruction classes and materials for adults
2	25	44.6	Large Print Books
3	21	37.5	General/Traditional Library Services
4	19	33.9	Transportation of people or materials
	19	33.9	Books (general)
5	18	32.1	Health and drug abuse information and materials
6	16	28.6	Ethnic materials
7	15	26.8	Periodicals
	15	26.8	"How to" books and pamphlets (do-it-yourself, hobbies, etc.)
8	12	21.4	Foreign-language materials
9	11	19.6	Entertainment programs (crafts, story hours, etc.)
10	10	17.9	Additional hours
	10	17.9	Job information and vocational materials
	10	17.9	Recordings (including talking books)
11	8	14.3	Low-vocabulary high-interest books for adults
12	7	12.5	Additional or improved facilities
	7	12.5	More publicity
13	6	10.7	English-language books or instruction
	6	10.7	More community involvement
14	5	8.9	Child care information
	5	8.9	Consumer and legal information and materials
	5	8.9	Films
	5	8.9	Volunteers or aides
	5	8.9	Interlibrary or interagency cooperation
15	4	7.1	Inservice Training
16	3	5.4	Audio-visual devices
17	2	3.6	Miscellaneous equipment
	2	3.6	Additional funds
	2	3.6	Additional staff members
	2	3.6	Bilingual or ethnically similar staff
18	1	1.8	Nonbook materials (general)

*Some respondents expressed the same need for more than one clientele, hence the number exceeds 56 and 100%.

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Table IV G.5. Rank Order of Needs Expressed by L Respondents (N = 133)

RANK	N	PERCENT EXPRESSING	NEED
1	62	46.6	Instruction classes and materials for adults
2	28	21.1	Transportation of people or materials
3	27	20.3	Large-print books
4	18	13.5	Periodicals
5	16	12.0	Entertainment programs (crafts, story hours, etc.)
	16	12.0	Health and drug abuse information and materials
6	15	11.3	Volunteers or aides
7	14	10.5	Books (general)
8	11	8.3	English-language books or instruction
	11	8.3	More publicity
9	10	7.5	General or traditional library services
	10	7.5	Films
	10	7.5	Inservice training
	10	7.5	More community involvement
10	9	6.8	Foreign-language materials
	9	6.8	Job information and vocational materials
11	7	5.3	Additional hours
	7	5.3	Low-vocabulary high-interest books for adults
	7	5.3	Ethnic materials
	7	5.3	"How to" books and pamphlets (do-it-yourself, hobbies, etc.)
12	6	4.5	Recordings (including talking books)
	6	4.5	Bilingual or ethnically similar staff
13	5	3.8	Miscellaneous equipment
14	4	3.0	Child care information
	4	3.0	Audio-visual devices
15	2	1.5	Nonbook materials (general)
	2	1.5	Additional staff members
	2	1.5	Interlibrary or interagency cooperation
16	1	1.8	Additional or improved facilities
	1	.8	Additional funds
	1	.8	Consumer and legal information and materials

TABLE IV G.6. A COMPARISON OF THE RANK ORDER OF NEEDS EXPERIENCED BY FORMS P AND L RESPONDENTS

NEEDS (FORM P)	RANK	NEEDS (FORM L)
Instruction classes and materials for adults	1	Instruction classes and materials for adults
Large-print books	2	Transportation of people or materials
General or traditional library services	3	Large-print books
Transportation of people or materials Books (general)	4	Periodicals
Health and drug abuse information and materials	5	Entertainment programs (crafts, story hours, etc.) Health and drug abuse information and materials
Ethnic materials	6	Volunteers or aides
Periodicals "How to" books and pamphlets (do-it-yourself, etc.)	7	Books (general)
Foreign-language materials	8	English-language books or instruction More publicity
Entertainment programs (crafts, story hours, etc.)	9	General or traditional library services Films Inservice training More community involvement
Additional hours Job information and vocational materials Recordings (including talking books)	10	Foreign-language materials Job information and vocational materials
Low-vocabulary high-interest books for adults	11	Additional hours Low-vocabulary high-interest books for adults Ethnic materials "How to" books and pamphlets (do-it-yourself, etc.)
Additional or improved facilities More publicity	12	Recordings (including talking books) Bilingual or ethnically similar staff
English-language books or instruction More community involvement	13	Miscellaneous equipment
Child care information Consumer and legal information and materials Films Volunteers or aides Interlibrary or interagency cooperation	14	Child care information Audio-visual devices
Inservice training	15	Nonbook materials (general) Additional staff members Interlibrary or interagency cooperation
Audio-visual devices	16	Additional or improved facilities Consumer and legal information and materials Additional funds
Miscellaneous equipment Additional funds Additional staff members Bilingual or ethnically similar staff	17	
Nonbook materials (general)	18	

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Table IV G.7. Number of Form R Respondents Expressing Needs of Special Clienteles, by Clientele Class.

	SPECIAL CLIENTELE CLASS					
Need Code	Disadv.	Handcpd.	Instit.	Mixed	Total	Percent
01	1	1			2	.5
02	14	2	5	8	29	7.3
03	9	1	2	2	14	3.5
04	11	7	1		19	4.7
05	10	1	8	1	20	5.0
06	9	1	7	7	24	6.0
07	8	1	5	3	17	4.2
08		2		3	5	1.3
09	4	1	1		6	1.5
10	4		2		6	1.5
11	1		1	1	3	.8
12	2			1	3	.8
13			2		2	.5
14	3				3	.8
15				1	1	.3
16	2			1	3	.8
17						
18	2			1	3	.8
19	4	3	5	4	16	4.0
20	6	5	1	2	14	3.5
21	2	1	2	4	9	2.3
22	3	2	1	1	7	1.8
23	4	1	5	2	12	3.0
24	6	2	5	5	18	4.5
25	13	4	10	4	31	7.7
26	5				5	1.3
27	4	1	3	6	14	3.5
28	1	1			2	.5
29	27	4	4	16	51	12.8
30	21	4	6	7	38	9.5
31	9	1	7	4	21	5.2
				Totals	398	99.9

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Table IV G.8. Rank Order Listing of Special Clientele Needs Reported by Form R Respondents

RANK	N	PERCENT EXPRESSING	NEED
1	51	12.8	More publicity
2	38	9.5	More community involvement
3	31	7.7	Additional staff members
4	29	7.3	Entertainment programs (crafts, story hours, etc.)
5	24	6.0	Additional or improved facilities
6	21	5.2	Interlibrary or interagency cooperation
7	20	5.0	Additional hours
8	19	4.7	Transportation of people or materials
9	18	4.5	Additional funds
10	17	4.2	Books (general)
11	16	4.0	Audio-visual devices
12	14	3.5	Instruction classes and materials for adults
	14	3.5	Recordings (including talking books)
13	12	3.0	Nonbook materials (general)
14	9	2.3	Films
15	7	1.8	Miscellaneous equipment
16	6	1.5	Low-vocabulary high-interest books for adults
	6	1.5	Ethnic materials
17	5	1.3	Large-print books
	5	1.3	Bilingual or ethnically similar staff
18	3	.8	Periodicals
	3	.8	Foreign-language materials
	3	.8	Job information and vocational materials
	3	.8	"How to" books and pamphlets (do-it-yourself, hobbies, etc.)
	3	.8	Consumer and legal information and materials
19	2	.5	General or traditional library services
	2	.5	Health and drug abuse information and materials
20	1	.3	Child care information

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Table IV G.9. Adequacy With Which Clientele Needs Are Met According to Form P and L Respondents For Very Important or Moderately Important Needs.

Need Code	Number of Form P Respondents Reporting		Number of Form L Respondents Reporting	
	Adequacy "Well" or "Moderate"	Adequacy "Barely" or "Not"	Adequacy "Well" or "Moderate"	Adequacy "Barely" or "Not"
1	19	2	7	3
2	11	0	7	9
3	43	14	45	17
4	6	13	11	17
5	7	3	3	4
6	3	4	1	0
7	14	5	8	6
8	18	7	10	7
9	3	5	0	7
10	9	7	3	4
11	5	10	12	6
12	8	4	4	5
13	16	2	14	2
14	7	3	5	4
15	3	2	1	3
16	8	4	5	2
17	2	4	6	5
15	2	3	1	0
19	2	1	4	0
20	8	2	4	2
21	2	3	5	5
22	2	0	4	1
23	2	2	1	1
24	0	2	1	0
25	1	1	2	0
26	1	1	4	2
27	4	1	14	1
28	4	1	7	3
29	6	1	7	4
30	4	2	7	3
31	5	0	2	0
	225	109	205	123

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3.3 Form U and N Respondents Data

The major focus for data on the needs of the special clientele was the special clientele themselves. Both users and non-users were asked directly what kinds of information they needed or wanted, what format or media they desired, and other questions designed to identify needs of the special clienteles.

Some of the needs data that were obtained were presented in Section IV C. Specifically, the data contained in Tables IV C.23 and parts of IV C.24 and IV C.38 are also relevant to this discussion of needs and are repeated here but with new table numbers.

Table IV G.10 indicates the kinds of materials that users borrow and want. Where "borrow" figures are already high, as with books, the strong implication is that there is a desire or want for such materials. Since this desire is being satisfied, the "want" figure is low. This is particularly so for books, somewhat for magazines, and considerably less the case for other materials. There were few cases where there was a consistently high demand for any type of material other than books and magazines. Slides, films, and tapes seem to be somewhat in demand across many of the clientele groups. There were some notable cases of high demand materials restricted to one or a few clientele. For example, 51% of the training school residents borrow phonograph records and another 20% (almost all are different individuals) express a desire for such items.

The same data for non-users are shown in Table IV G.11. Direct comparisons between Tables IV G.10 and G.11 are difficult because G.10 has use data, which is an index of demand, in addition to want data. A relative index that considers both "borrows" and "wants" of users would be better for comparing against non-users; such an index, called the index percent, was created by the simple expedient of adding the two, thereby providing equal weight. This relative factor is also shown in Table IV G.11. While not directly comparable to the percentages given for the non-users, they nevertheless indicate where similarities and differences in demands exist. Note that the index percent should not be interpreted as a normal percentage, per se.

The most striking comparison between users and non-users, with respect to their demand for library materials, is in the difference in interest in books. The highest percentage of non-users that were interested in book materials were found among the physically handicapped. Here 47% expressed an interest. Responses of several other groups (re books) were in the 30's, and there were three cases where the percentage was zero or near zero. This compares with figures for users that were often in the 90's with the lowest case being 77 (67 borrows + 10 wants). We would speculate that this very significant difference in desire for books probably reflects differences in reading skills. But whatever the reason, the difference is substantial.

The difference between users and non-users with respect to magazines were less pronounced but still significant. The differences with respect to other, non-print materials were slight, and in many cases no differences existed between users and non-users. The patterns of similarities and differences in demand for materials were rather consistent across most special clientele groups. The groups in which the greatest differences between users and non-users existed were the several dis-advantaged groups and inmates of correctional facilities. Group 28, the Economically Disadvantaged and Institutionalized, had the greatest difference, by far. Since many of the inmates of correctional facilities are also among the disadvantaged, the data tend to support the hypothesis that among the disadvantaged there is a substantial lack of reading skill and this lack corresponds with a low interest in traditional library services, and therefore non-use of many of the projects.

Users and non-users were also asked what kinds of information interested them. They were asked to indicate their level of interest in several topics. The results, for selected topics, are shown in Table IV G.12. Two kinds of data are contained in the table. One indicates the differences across clientele groups, either for users or non-users. The other allows for a comparison of users and non-users.

There was remarkable agreement in the data for users and non-users. In the 160 comparisons that exist in Table IV G.12, there are only five cases showing substantial differences. These are (1) and (2) the Spanish-speaking non-user interest in home repair and child care information, (3) the economically disadvantaged black and white non-user interest in job information, (4) the hospitalized and nursing home user interest in health information, and (5) the economically disadvantaged, institutionalized and handicapped user interest in child care information. We do not have any insight as to the reasons for these differences and frankly find cases number 2 and 4 rather surprising.

Some of the topics in which there was a considerable interest, across many clientele groups, were job information, health information, hobbies, and ethnic materials.

The patterns within the clientele groups are perhaps most interesting. Certain groups such as economically disadvantaged blacks, inmates, and residents of training schools tended to express high interest levels in many topic areas. Other groups, such as American Indians, migrants, and persons in nursing homes, consistently expressed low interest in almost all areas. As indicated in Table IV G.12, each group has a unique interest profile, although some groups have similar profiles.

In addition to the direct questions about needs, needs can be inferred from certain other questions. Users were asked how the projects could be improved other than for their own use, or the use of the community. Their responses are shown in Table IV G.13 which also includes the inferred need. The two cases in which there was a significantly high response were the first two: provide materials that are more interesting, and provide materials on specific topics. While the needs implied by these statements are general, they suggest that even the users sometimes perceive a lack of relevance in the materials provided.

Another potential source of inferred needs are the reasons for dissatisfaction that users and non-users gave. The data are contained in Table IV G.14. The only substantial case for inferring a need is in the user response of 22.7% to "not enough materials." This is consistent with the data in Table IV G.13 and no further interpretation seems warranted.

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TABLE IV G.10. TYPES OF MATERIAL BORROWED OR USED VS. TYPES WANTED, BY CLIEN

NOTE: BORROWS = B WANTS = W	ECO DISADV BLACKS N = 119		ECO DISADV WHITES N = 72		SPANISH SPKG N = 18		AMERICAN INDIANS N = 17		MIGRANTS N = 42		PERS IN NURSING HOMES N = 40		PERS IN TRAINING SCHOOLS N = 65		IN N
TYPE OF MATERIAL	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B
BOOKS	93	3	68	7	94	17	94	0	93	10	90	3	97	18	99
MAGAZINES	29	23	19	10	17	11	0	18	50	12	25	5	58	11	46
PAMPHLETS	15	13	3	1	11	6	0	6	10	0	3	0	9	5	18
SLIDES OR FILMS	13	31	27	11	0	17	0	6	0	5	25	5	26	17	7
SLIDE OR FILM PROJECTORS	3	15	15	8	0	0	0	0	0	7	0	3	17	6	4
PHONOGRAPH RECORDS	16	17	25	10	0	11	0	6	36	7	0	0	51	20	24
TAPES	14	24	4	10	0	22	0	18	2	7	5	0	32	26	5
LARGE-PRINT MATERIALS	6	15	1	0	6	0	0	6	0	2	23	8	5	2	10
EXHIBITS	3	8	1	4	6	6	0	6	2	0	3	0	5	5	2
OTHER	8	18	10	11	0	17	0	0	14	14	3	8	18	11	10

CLIENTELE TYPE.

INMATES N = 92		PHYS HNDCP N = 64		ECO DISADV BLK/WHT N = 57		OTHER COMB DISADV N = 128		PERS IN HOSPITALS NURSING HOMES N = 20		HOSP NURS HOME HNDCPD AGED N = 30		ECO DISADV & INST N = 34		INST & HNDCPD N = 90		ECO DISADV INST & HNDCPD N = 9		ALL OTHERS N = 184	
B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W
99	13	80	3	96	19	94	5	95	0	97	0	76	0	67	10	89	0	89	9
46	13	45	6	35	6	28	3	30	0	10	0	44	12	42	12	11	44	36	11
18	1	11	0	9	4	14	2	5	0	0	0	6	6	6	9	11	33	10	4
7	36	13	5	9	21	20	12	0	0	0	10	0	21	1	28	0	78	9	12
4	21	9	5	2	16	9	10	0	0	0	7	0	21	1	22	0	67	3	10
24	33	36	8	4	33	26	24	5	5	7	3	0	24	36	14	0	78	12	13
5	40	41	3	0	21	13	16	0	0	3	3	0	26	18	33	0	67	4	9
10	11	13	3	2	5	5	5	0	5	20	0	0	3	12	11	11	33	3	3
2	11	6	2	0	0	6	8	0	0	3	0	12	9	0	4	0	0	2	8
10	11	16	23	12	7	10	13	0	10	7	13	24	15	13	20	11	11	4	13

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TABLE IV G.11. COMPARISON OF DEMANDS BY USERS AND NON-USERS FOR VARIOUS TYP

TYPE OF MATERIAL	SPECIAL CLIENTELE GROUP														
	ECO DISADV BLACKS		ECO DISADV WHITES		SPANISH SPANISH SPKG		AMERICAN INDIANS		MIGRANTS		PERS IN NURSING HOMES		PERS IN TRAINING SCHOOLS		I
	USERS	NON N= 177	USERS	NON N= 73	USERS	NON N= 53	USERS	NON N= 36	USERS	NON N= 51	USERS	NON N= 45	USERS	NON N= 94	USI
	INDEX % *	%	%	%	%	%	%	%	%	%	%	%	%	%	%
BOOKS	96	39	75	11	100	13	94	11	100	37	93	16	100	38	100
MAGAZINES	52	23	29	8	28	25	18	11	62	29	30	20	69	43	59
SLIDES OR FILMS	44	13	38	7	17	8	6	8	5	14	32	2	12	29	42
SLIDE OR FILM PROJECTORS	18	11	23	0	0	6	0	6	7	14	3	0	23	21	25
PHONOGRAPH RECORDS	33	16	35	12	11	8	6	6	43	29	0	7	71	49	57
TAPES	38	13	14	3	22	4	18	3	9	10	5	2	58	43	54
LARGE-PRINT MATERIALS	21	9	1	0	6	4	6	0	2	0	31	9	7	14	21
EXHIBITS	11	11	5	1	12	2	6	6	2	2	3	0	10	12	13
OTHER	26	13	21	1	17	8	0	0	28	14	11	11	29	11	21

*Arbitrarily limited to 100% which would have been exceeded in those cases that are 100%.

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FOR VARIOUS TYPES.

	PERS IN TRAINING SCHOOLS		INMATES		PHYS HNDCP		ECO DISADV BLK/WHT		OTHER COMB DISADV		PERS IN HOSPITALS NURSING HOMES		HOSP NURS HOME HNDCP AGED		INST & HNDCPD		ECO DISADV INST & HNDCPD		ALL OTHERS	
N	USERS	NON N= 94	USERS	NON N= 14	USERS	NON N= 66	USERS	NON N= 66	USERS	NON N= 158	USERS	NON N= 25	USERS	NON N= 39	USERS	NON N= 93	USERS	NON N= 25	USERS	NON N= 238
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	100	38	100	36	83	47	100	26	99	24	95	0	97	0	77	30	89	1	98	28
	69	43	59	33	51	42	41	18	31	17	30	4	10	3	54	28	55	2	47	21
	42	29	42	16	18	33	30	20	32	16	0	0	10	0	29	24	78	2	21	20
	23	21	25	13	14	20	18	15	19	15	0	0	7	0	23	20	61	2	13	13
	71	49	57	27	14	33	37	24	50	22	10	4	10	3	50	26	78	1	25	17
	58	43	54	16	44	14	21	17	29	15	0	0	6	0	51	26	67	1	13	13
	7	14	21	17	14	9	7	6	10	6	5	0	20	0	23	14	44	0	6	10
	10	12	13	9	8	14	0	6	14	7	0	0	3	0	4	5	0	0	10	10
	29	11	21	8	39	20	19	2	23	6	10	0	20	0	33	18	22	2	17	5

100%.

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TABLE IV G.12. PERCENTAGE OF SPECIAL CLIENTELE EXPRESSING INTEREST IN SELECTE

TOPIC AREA	SPECIAL CLIENTELE GROUP																	
	ECO DISADV BLACKS		ECO DISADV WHITES		SPANISH SPKG		AMERICAN INDIANS		MIGRANTS		PERS IN NURSING HOMES		PERS TRAI SCHO	
	USERS	NON	USERS	NON	USERS	NON	USERS	NON	USERS	NON	USERS	NON	USERS	
JOB INFORMATION	29	27	7	1	39	25	0	11	10	25	0	0	43	
HEALTH INFORMATION	33	25	13	3	22	36	6	3	19	22	0	4	26	
CONSUMER EDUCATION	26	19	6	1	6	11	0	8	2	8	3	2	20	
HOBBIES	25	24	17	7	11	28	6	17	29	24	5	2	40	
AUTO REPAIR	7	13	1	0	6	11	0	8	24	8	0	2	22	
HOME REPAIR	8	14	4	0	0	23	0	8	12	10	0	2	9	
ETHNIC HISTORY OF ARTS	37	20	7	0	22	23	12	8	26	8	0	0	23	
CHILD CARE	19	17	7	0	0	26	0	14	12	27	0	0	31	
ENGLISH LANGUAGE INSTRUCTION	28	15	10	0	28	25	0	11	12	10	0	0	22	
EASY-TO-READ ADULT BOOKS	19	13	8	4	6	17	6	6	17	33	8	4	20	

SELECTED TOPIC AREAS.

N G ON	PERS IN TRAINING SCHOOLS		INMATES		PHYS HNDCP		ECO DISADV BLK/WHT		OTHER COMB DISADV		PERS IN HOSPITALS NURSING HOMES		HOSP NURS HOME HNDCPD AGED		INST & HNDCPD		ECO DISADV INST & HNDCPD		ALL OTHERS	
	USERS	NON	USERS	NON	USERS	NON	USERS	NON	USERS	NON	USERS	NON	USERS	NON	USERS	NON	USERS	NON	USERS	NON
0	43	40	32	33	13	20	4	35	8	15	5	8	0	3	17	14	0	0	21	21
4	26	22	32	34	14	14	9	15	17	15	20	0	10	3	19	15	22	20	24	23
2	20	16	14	39	13	6	2	5	9	6	10	0	0	5	7	7	0	8	16	16
2	40	35	15	30	11	32	14	24	28	28	10	4	17	13	18	19	33	28	33	32
2	22	22	9	31	6	5	4	12	5	8	0	0	0	0	10	10	0	8	14	11
2	9	20	11	25	16	9	4	14	5	7	0	0	3	3	3	9	11	0	15	16
0	23	28	42	34	17	8	12	17	16	13	25	12	7	3	10	10	11	0	30	17
0	31	32	12	14	8	3	4	12	9	13	0	4	3	0	2	4	44	8	16	17
0	22	22	24	34	6	9	5	8	10	11	10	0	0	0	2	6	0	4	15	13
4	20	23	17	19	16	23	2	6	13	9	10	0	23	5	17	17	22	8	17	16

Table IV G.13. Users' Suggestions for Improving Projects and Needs Inferred from the Suggestions.

SUGGESTION	CORRESPONDING NEED CODE	NUMBER REPORTING	PERCENTAGE
Provide materials that are more interesting	*	296	22.5
Provide materials on specific topics	*	274	20.9
Where applicable, have bilingual librarians	26	31	2.4
Where applicable, have bilingual materials	12	42	3.2
Keep facility open at hours that are more convenient	5	161	12.3
Have activities such as story-hours, parties	2	148	11.3
Conduct lectures or classes in (topic)_____	*	148	11.3
Publicize the project more widely	29	204	15.5
Make the project more accessible by:			
Adding a bookmobile	6	102	7.8
Using other means of transporting materials to users	4	35	2.7
Transporting users to the facility	4	64	4.9
Adding facilities	6	74	5.6
Locating the facility more conveniently	6	41	3.1
Make the facilities more comfortable and usable	6	93	7.1

*These correspond to several need codes.

Table IV G.14. Comparison of Users and Non-Users: Selected Reasons for Dissatisfaction and Non-Use of Project.

Reason	Inferred Need	Percent Expressing Reason	
		Users	Non-Users*
No One there Speaks**	26	1.7	1.2
Staff Lacks Ethnic Background	26	.2	1.3
Not Enough Staff Members	25	5.6	5.3
Transportation is a Problem	4	6.5	6.0
Bad Hours of Operation	5	5.0	7.1
Not Enough Materials	*	22.7	5.6
Materials are not of Interest	*	.6	5.8
Not Enough Space	6	5.1	1.8

*Corresponds to several need codes.

**Blank indicates some foreign language.

V. CONCLUSIONS AND RECOMMENDATIONS

A. SERVICES REQUIRED TO SATISFY USER NEEDS

1. Comparison of Needs and Programs

A principal task of the project was to compile a list of user needs for special library services.* Table IV G.2 shows the methods used by projects to identify such needs. Methods ranged from target area survey and observation to professional judgment and opinion. Reported needs ranged from general or traditional library services to special-purpose needs such as child-care, consumer, and legal information and materials.

In Table IV G.9 we presented the number of Form P and Form L respondents reporting that very important or moderately important needs were met either "well" or "moderately well", or "barely" or "not" met. Table IV G.9 is arranged by need. In Table V A.1, however, we have rearranged the assessment of the degree to which needs are met to indicate selected special clientele groups, indicating the percentage of Form P respondents reporting that these needs were "met very well" or were met "not at all" or only "barely". Inspecting Table V A.1 it quickly becomes apparent that the number of important or moderately important needs that are not met or barely met is far higher than those that were met, according to Form P respondents, for all special clienteles with only two exceptions: Inmates of correctional facilities, and the Physically Handicapped. For Inmates of correctional facilities, the moderately important needs are judged well met by 64% of the respondents, and only 36% of the respondents judged that there were some moderately important or important needs not being met or only barely met. The difference between those met very well and those not met or barely met, for the Physically Handicapped, is much smaller, being 18 and 14 percent respectively.

Thus, from the foregoing, and from examination of Table V A.1, it appears that more of the important needs are not being met or are barely being met than are being met moderately well or very well.

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*See Table IV-G.1

Table V A.1. Assessment by Form P Respondents, of Degree to Which Needs are Met, by Selected Clientele Groups.

Special Clientele	% Moderately Important Needs or Important Needs Are Met Very Well	% Moderately Important or Important Needs Are Not Met or Barely Met
Blacks	23	30
Whites	16	39
Spanish	27	69
Migrants	16.7	22
Hospital, etc.	5	50
Training School	15.5	31
Nursing Homes	16	40
Inmates of Correctional Facilities	64	36
Physically Handicapped	18	14
Aged	14.8	18.5

2. Program Deficiencies

It would appear that more effort should be given to determining the most important needs of user and non-user groups and devising means of satisfying them. There can be little justification for expending major amounts of project funds and resources on needs that are not seen by members of special clienteles as important when very important or moderately important needs are not being met, as shown by Table V A.1. It may be noted from Table IV G.2, that only one percent reported determining needs by using direct interviews with target group members. Although 18% of the respondents state that they used interviews with target group spokesmen, there is little evidence to support the notion that spokesmen speak fully and accurately for the special clienteles; indeed, there is more than a little evidence to the contrary. There is reason to suspect that some spokesmen may have been co-opted by the agencies to whom they speak, and may not be in touch with the needs of their constituencies.

On the basis of data collected during the two questionnaire surveys and the site visits, it is evident that not only are there deficiencies in existing programs, but the number of programs is deficient. LSCA funds have not been made available to all locations, and the number of projects that have not been funded is unknown but probably larger than the number that have been funded. Data gathered during site visits indicate that in urban areas alone the number of programs that have not been funded may be as large as the number of programs that are or have been funded. To attempt to decide how special projects might be funded or who should fund them is not in the province of this study, but it is clear that many projects will not be funded in the foreseeable future unless more LSCA funds are forthcoming.

In the earlier survey of state and territorial library agencies,[1] it was discovered that out of a total of 1521 projects 915 projects were being funded by LSCA, and 24 projects were funded by other federal programs. The dollar figures, however, are somewhat more interesting, in that almost $2,000,000 came from other federal sources as compared with $15,000,000 from LSCA. Whether adding this money to LSCA would make a more significant impact than it has made in its present use cannot be predicted. However, it might be somewhat easier for projects seeking funding if there were only one agency to which to apply rather than the multiple sources now used. That arrangement may not be feasible because of interagency rivalries.

The exact amount of money from all sources available to all public libraries in the nation is not known. However, several estimates of the amount of money being provided by the federal government have indicated that the percentage the federal government supplies must be less than ten percent of the total funds available to public libraries. Therefore, it is obvious that the percentage of the operating budget of all public libraries in the U.S. that is expended for programs for special clienteles is very small. It would seem safe to say that funds targeted towards all special clienteles could not possibly exceed more than 5% or 6% of the total being expended by public libraries in the United States; one cannot expect drastic changes from such a small effort.

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[1] See Section IV B.1

In evaluating LSCA projects, it would be useful to know what percentage of the economically disadvantaged or other special clienteles are actually receiving library services as a result of LSCA. Since so many projects did not have accurate figures on clientele size, there is no way to determine that figure. That is an obvious deficiency. One question in the Q-2 survey asked how many people used the project per month. The response to that question was so low that it was not useful in analyzing the extent to which projects really reach their target clienteles. (The lack of good data was borne out in our site visit experience.) Too few libraries really know how many people use the library or use individual projects. Until such data become available, it will be difficult to assess, other than subjectively, the extent to which projects really reach all target groups.

Since LSCA must utilize the state library agencies as agents for controlling and distributing funds, it is inherently difficult to coordinate the effort on a nationwide basis. It has been suggested earlier in this report that many of the long-range state plans are deficient in one or more respects. Nor is there evidence to suggest that planning on any larger geographic scale has taken place. Just where service to special clienteles ranks at the present time in the total hierarchy of U.S library priorities is difficult to ascertain. A recent report reminds us of the statement made in Conant's book. The Public Library and The City (p.31)[1]: "Because there has been so little concentrated effort in determining goals, the library has become socially invisible. Trying to do everything is not only a dissipation of energies but also a loss of a well-served and loyal clientele who will promote and defend the library." It has been suggested that Conant's view is an elitist one, but this viewpoint does raise the question whether projects directed toward special clienteles have an adverse effect on traditional library services directed towards the libraries' traditional clientele. We do not know. But it would seem reasonable to expect that special clienteles, as well as the remainder of the population, would be best served if there were national cooperation in planning services to special clientele groups. Present barriers to efficient planning seem to preclude that.

3. Factors Associated With Program Success

While there are no hard data to support the conclusion, it is evident from our site visit experiences that appropriate staff make the greatest contribution towards project success. This does not necessarily mean that every staff member must have precisely the correct ethnic background or otherwise be identifiable with the special clientele the project is intended to serve. Since many projects serve mixed groups of clienteles, it would be impossible, except for very large projects, to have appropriate representatives from each of the various subgroups served by such projects. Rather, the important components seem to be the attitude of the project director or assistant director, the capacity to empathize, and the selection of appropriate personnel to fill all positions within the project. Academic training is not necessarily relevant, for many successful projects are manned almost entirely by non-professionals without special training other than whatever they have received on the job.

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[1] Cambridge, MIT Press, 1965.

It is difficult to overemphasize the importance of staff in connection with project success. Indeed, many of the successful projects would be non-transferable because the staff that created the project exists in only one place, and it would be impossible or highly unlikely to be available in any other location. Well-founded projects can still fail if staff of the right sort is not available.

The second important factor in project success seems to be appropriate facilities. It seemed that projects that might otherwise have made a significant impact did not do so, in some cases, because the project lacked separate facilities that could be identified as project facilities by the target group. Lack of identifiable project facilities is not always bad, since some successful projects were found using branch library facilities. However, the existing branches in these cases almost always had both a flexible interior and a flexible director, and project activities that were apparent to the target groups, even though carried out within the normal facilities. Even if project facilities are sometimes located in what seem to be makeshift and unsuitable quarters, the fact that they are separate and identifiable makes for success in spite of their temporary, crowded, or otherwise negative aspects. In general, then, the target groups must be able to "identify" with the project facilities in some way.

The third important factor in project success is adequate planning. It was pointed out above that few projects visited reported conducting direct interviews with members of the target group to determine needs. It was evident from the responses to the question, "Can you tell me what, if any, local agencies, organizations, or groups were represented in the planning of the project?" (Form P), that careful planning with representatives from related agencies, library staff, and target groups was not extensive. However, a few projects seem to have succeeded in spite of lack of careful planning.

Funding is obviously a consideration in determining success or failure. It is apparent that there is some lower limit, or threshold, below which the chances of success or any large impact from a project are very slim indeed. What this lower limit might be is difficult to state, since some very modest projects with funding in the very low four-figure range appear to enjoy some success, but project funds of less than $2,000-$3,000 are probably not going to make much of an impact in any locale no matter how small the institution. In addition, some chance of continuation funds, from whatever source, is important for project success unless the project be a limited-purpose, one-shot affair.

4. Factors Associated With Program Failure

The converse of the success factors mentioned in the preceding section (V A.3) all contribute to program failure, and the order of importance is approximately the same as it is for success. However, there are additional factors that, by themselves, appear to contribute little to success, but in a negative aspect appear to contribute considerably to program failure. Some of these factors are, for example, the appropriateness and availability of materials such as books, AV materials, etc. A frequent non-user comment at those project sites judged to be less than successful was that the project did not have any materials of interest, or that the non-user could not get what he wanted. Ease of access also appeared to be a factor that had more effect on program failure than success. That is, very easy access might not guarantee success, but anything less than easy access might well cause a project to fail. Inappropriate hours or, where bookmobiles are used, too few bookmobile stops, or stops that were too infrequent, all contributed to both user and non-user dissatisfaction.

Lack of publicity was a contributing factor to failure. Indeed, there were comments regarding even well-publicized projects that more publicity was necessary.

There are two factors of greatest importance in project failure. One is lack of adequate planning (or failure to use appropriate related-agency personnel or target-group spokesmen or members of the target groups themselves as part of the planning process). Not one of the projects visited that were judged to be unsuccessful had had adequate planning. The second most important factor in program failure is inappropriate project personnel. One of the most frequent causes of dissatisfaction among users and non-users alike (that is, non-users who have ever come into contact with project) was an unsympathetic member of the project or library staff, or a condescending attitude on the part of the staff. The appropriateness of the staff, then, must be carefully considered before the project is put into operation. Curiously, few Form L, R, U, or N respondents mentioned personnel as important causes of dissatisfaction, in responding to the question listing causes (see Section IV C). Our assumption is based on further conversation with respondents and upon observation at the sites. Since this problem evidently is not apparent to many related agency personnel nor to many librarians, it is especially insidious.

B. PROGRAM REQUIREMENTS--A MODEL PROGRAM

1. The Concept of a Model Program

It is not likely that many programs will be ideal in every way. Yet it is useful to consider what elements constitute a model program and what steps to follow in creating a program that will be as successful as possible. Of course, different actions are required for different types of programs, different sets of people are involved, and, realistically, not all steps are required

for all programs. However, a model program is one in which all of the required actions are taken, and we shall try to be as complete as possible in outlining the elements of an ideal program or project and the steps to follow in establishing such a program.

2. Elements of a Model Program

The services, facilities, and materials of an ideal program are appropriate to all the target clientele groups, and are adequate to meet the groups' real needs. Funding from state and/or local agencies supplements any federal support or funding from other sources, and continuation from some source is likely. The staff is large enough, and its members are appropriate and responsive to the user groups. There is a successful public relations effort and active, positive community involvement. Finally, there is wide use of the program and positive feedback for it. Note that the degree of success does not depend on the percentage of potential users who are actual users, but rather on the benefits of the program to the actual users. (Some suggestions for necessary and measurable benefits are given below.) The ideal program, then, has:

1) adequate and appropriate services;
2) adequate and appropriate facilities (separately identifiable);
3) adequate and appropriate materials;
4) adequate funds, representing state and/or local contributions that match federal funds and tend to increase as federal funds are decreased, so that the program becomes self-sustaining on a local level;
5) advance contacts with representatives of all involved target groups, for suggestions, help with planning, help with operations, etc.;
6) appropriate and convenient hours;
7) adequate transportation available (where applicable);
8) adequate and appropriate publicity;
9) a sufficiently large staff, whose members are "behind" the project, are willing to work with users, and--where applicable--are of the same background or speak the same language(s) as the target users.
10) Support from library administrative hierarchy and other local government hierarchy with which the project interfaces.
11) Flexibility in all aspects of project operation.

3. Steps to Follow in Achieving a Model Program

3.1 Determine general needs for services.

The first step in establishing a model program is to determine whether a program is needed and, if so, what kind. This is done by means of interviews with library personnel and with members of the target groups. The basic needs for a project are identified by the prospective users or by the library staff. In either case, representatives of identifiable target groups are asked for their

opinions about the needs that the program should meet and any special considerations that should be taken into account.

When the needs for a certain kind of program have been determined, the feasibility of conducting such a program is examined. Affected library personnel are consulted and all funding sources are considered to determine whether the necessary staff members, facilities, and funds can be obtained. Depending on the outcome of these investigations, the nature of the program may be modified; such modifications usually will require another series of interviews with target-group representatives.

If sufficient staff, facilities, and funds are not likely to be available, serious consideration must be given to the desirability of terminating the effort. It may be better to forego a project, if it is so ill-supported as to predicate failure. A bad project may prejudice the target clientele against the library for a long time into the future. "Something is better than nothing" is not a viable argument in many communities!

3.2 Obtain funding.

The person responsible for establishing the project now seeks funds from available sources. Funding is sought from more than one source, perhaps beginning with a request for federal funds, but also taking some action with sources of state and local funds to see if they can add to, or even match, funds from LSCA or other federal sources. Estimates of required funding are made--a high estimate, a low estimate,[1] and a realistic middle. Again, if sufficient funding is not available, serious consideration must be given to terminating the effort (see preceding paragraph).

3.3 Determine specific needs and procedures.

Once the funding question has been resolved, the next step is to determine the specific needs that are to be met (from those among the previously determined broader spectrum of general needs) and the best procedures to use in meeting these needs. This step is also carried out in concert with target-group members and/or spokesmen. This is a critical step; no amount of money or good will will ensure the success of a project that is not in accord with the perceived needs of the users. Some of the questions to be asked are: What specific kinds of materials do the users need and want? What kinds of services would be useful to them, e.g., would a bookmobile meet their needs, or is a series of minilibraries more suitable? What means can be used to change or add to the project's materials and/or facilities and/or services as users' needs and wants change? Is it necessary to "educate" the target group and its leaders in terms of library services? If so, how?

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[1] i.e. absolute, base-level funding, below which the project should not be attempted.

Translating expressed or derived wants and needs directly into action is not desirable. Needs are translated into objectives that are both attainable and measurable. It is difficult, if not impossible, to ascertain how well needs are supplied. It is not only possible but even easy at times to set specific objectives and to measure how well they have been met. (This is discussed further in Section V B.3.6.)

3.4 Establish the program

When the program is put into operation, some responsible person must ensure that adequate publicity for the project is directed to the target users. Publicity is placed for maximum coverage of the target group; newspaper announcements appear in papers that are read by the target population, posters are placed where the target users will see them, radio spots are given on the stations that are popular with the group, announcements are in the language spoken by the group, etc. In addition, special "kickoff" events get the project off to a good start. An open house, a festival, or some other special activity is used to begin the project. Of course, the project does not begin formally until all materials and facilities are on hand, or at least enough materials are available for the project to seem sufficiently substantial and interesting to the users.

3.5 Collect feedback and use data, and try to interest non-users.

Finally, some means are devised for gathering opinions about the project, collecting "feedback" information from those who use the project, and getting ideas from users on how to bring non-users into the project. There are a number of ways of doing this, and the means will vary from one project to another. Yet the two activities--collecting feedback from those who use the project and attempting to get nonusers to use it--are quite important. There is no way that the project director can guarantee in advance what the impact and success of the project will be. For this reason, he remains in constant touch with target group members to be sure the project is meeting their needs. Even in projects where success is fairly easy to predict--such as a project bringing materials to nursing homes where no materials would otherwise be available--there may be other materials that would be preferable, hours that would be more appropriate, or nonusers who would become users if the project were changed in some way. It is essential that target-group representatives remain involved after the project is operational.

As feedback is collected on the impact and success of the project, those responsible stay flexible and make changes to meet new objectives, to the extent that they are able to do so. Clearly, if a survey reveals that there is a desire for materials or activities that the funding cannot cover, or that are otherwise not feasible or desirable to develop, the requests cannot be accomodated. But the survey-of-impact activity is done in a genuine effort to improve the project, rather than as an exercise that is not intended to produce results or changes. Few things are more frustrating to users or non-users than constructive criticism that could be acted upon but is not! Indeed it is also essential

that, as part of the feedback loop, when suggestions or criticisms are received from either users or non-users (or anyone else related to the project) that the action taken as a result of that feedback is also made known to those who have provided the feedback in the first place. By making them aware that their words did have an effect they are, thereby, encouraged to participate more in the future.

Contacting nonusers to attempt to bring them into the project is a time-consuming and expensive activity, but some effort is made, even if it is only a simple publicity campaign. While the project director does not want to turn away users by putting pressure on them to bring in nonusers, he may solicit their suggestions for effective methods of contacting nonusers and making services available to them. Indeed, many satisfied users display almost missionary zeal in attempting to convert non-users to users, if they are given an opportunity.

3.6 Perform evaluation.

If properly structured objectives have been set for a project, then accurate measurement is possible. For example, for a project established to serve illiterates or semi-illiterates, an objective might be "to improve the reading ability of the target group." This can be measured, over time, by using reading ability measures available in the community. One source might be reading scores from standardized tests administered in most school districts. Did reading scores improve in the neighborhoods served by the library project? If so, how much? Was there a significant difference between project users and nonusers after some period of time? To improve reading ability takes time--several years--and a six-month project with such an objective is nonsense. Even though a project might, in fact, improve someone's reading ability, the improvement could not be measured--or proven--in so short a period, unless the library project administered its own pre-and post-project reading tests.[1] The point is that good intentions do not make model programs. Only realistic and measurable objectives can do that, coupled with necessary resources and time to measure the extent to which objectives are met.

C. FUNDING REQUIREMENTS

Using the figures derived from our state survey (Section IV B.1), $15 million/year (FY 72 dollars) would be required in the immediate future just to continue the efforts directed towards special clientele that existed during the time of the survey. (It should be noted, of course, that this figure would of necessity need to be adjusted upwards by a factor reflecting the cost of living increase since June of 1972). As is evident from the figures in Section IV B.1, many

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[1] We are not suggesting here that library projects improve reading skills, but are merely giving an example of a possible specific objective for a hypothetical project.

projects are ultimately taken over in whole or in part by state and local funding sources. (See also Section IV E on Discontinued Projects.) The maintenance-of-effort clause of LSCA[1] undoubtedly has had an effect on the overall amount of state and local money being applied to special clienteles. It can be argued that the substitution of state and local funds for federal funds would thereby free additional funds to go into new projects, resulting in a "snowball" effect. There is no question that federal funds have served as seed money and have brought additional state and local funds into some areas where they might not have otherwise been available, but there is a vast difference between seed money and a snowball effect. If a formula were developed calling for maintenance of effort on a graduated basis, with some finite and reasonably short period of time over which an individual project could receive federal funds, much more of a snowball effect might be observed. That is, the state or local sources would be prompted to take over sooner than they seem to do now in many instances. A reasonable time period might be three years, for example, which would call for an increase in state funds of whatever percentage necessary to make the project completely supported by state or local funds within a three-year period. For example, if the project were initiated with ten percent state and local support and 90% federal support, for the second year the state and local contribution would be 30% and federal 70%; for the third year, state and local support would be 60% and the federal share 40%. At the end of the third year the project would become 100% state - and locally-supported. If maintenance of effort were required for two years beyond that point, the likelihood of successful projects continuing for many years would be quite high. Unsuccessful projects would terminate and the maintenance of effort funds could be shifted into those projects that showed signs of being successful.

A reasonably constructed funding requirement would have a time schedule of ever-increasing state and local support, a flexible schedule requiring maintenance of effort over some period of time, and an evaluation factor to allow for projects evaluated as unsuccessful to be terminated at the end of some period of time, e.g., perhaps a minimum of two years. An interesting observation concerning project length was made by many project directors who felt that federal funding ought to be for more than just a short period of time. Apropos of this, note the project descriptions of discontinued projects (see Appendix C). One is struck by the number of projects for which funding was for only a few months.

There is no evidence to suggest that an increase in LSCA funds directed to special clienteles would result in a proportional increase of impact in that area. As mentioned above, without planning on a nationwide--or at minimum a multi-state or regional--basis, overall impact is apt to be much less than the maximum possible. It may not be one of Parkinson's laws that states that "it is as easy to waste large sums of money on poorly planned projects as it is to waste small sums", but it seems worthy of that gentleman.

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1. Note that this applied only to projects serving handicapped and institutionalized.

Based on Q-1 figures (Section IV B.1), the average amount of LSCA money available in fiscal 1972 for a project was $16,347. However, there is considerable variance from project to project. We are tempted to speculate that LSCA funding is being fragmented so much that the potential impact on problems of the special clienteles is not likely to be great and that projects are not likely to satisfy, to any great extent, the needs of these clientele for library and information services. Therefore, if one wishes to increase the funding to a high impact level (and we cannot suggest what figure that might be), either LSCA funding will have to increase drastically, or fewer projects should be funded, thus allowing more support for each project.

Long-term funding requirements are even more severe since the U.S. population, while not increasing at the rate experienced in previous decades, is still growing. The rate of increase among some special clienteles, e.g. Spanish-speaking, disadvantaged Blacks, disadvantaged Whites, is higher than the rate of increase for the general population. It is intriguing to ask questions such as the following: "For how many years must the projects for the special clienteles be continued? Is ten years a sufficient period for the impact of LSCA projects to be felt? Will the lot of the special clienteles be significantly improved (or improved at all) in that length of time?" If one accepts standard library ethos, then a well-conceived successful project will indeed have a measurable impact on the target group within that length of time. It is evident that the answers to these questions can be determined only by long-term study projects set up to evaluate selected library programs. If the full amount authorized for LSCA Title I ($75,000,000 per year) were available for ten years, and if selected projects were evaluated during that time, then reliable answers ought to be available.

About ten percent of the projects visited and studied were notably successful. If we assume that that ratio holds for all projects serving special clienteles, then we are prompted to ask: "Is roughly one-tenth of the total number of LSCA projects directed towards special clienteles a quantity that will significantly affect a sufficient number of the target population to recover the cost of the program in terms of increased earnings or decreased government-funded social programs such as welfare and crime prevention and punishment?" Again, the answer to that question might be determined with a fairly short study of certain selected LSCA projects that are deemed successful, and a brief one- or two-year followup of members of the target groups served by these projects, to see what improvements accrue from the projects. These improvements might be in terms of increased earning power, both potential and actual, or other factors that might indicate increased cost/effectiveness (e.g., an increase in the percentage of the target group population attending a college or university, a decrease in the welfare costs for that particular target group, a decrease in the crime statistics for a carefully-defined geographic area, etc.). Without such "hard" data one can only speculate as to the real, objective success of particular LSCA projects.

D. GUIDANCE FOR STATE PLANNING

We can do little better than to recommend that the LSCA be amended to require all state library agencies to use guidelines of the type set forth in the Proceedings of the Ohio State University Institute on Library Planning and Evaluation cited in Section IV A.3. Criteria for evaluation set forth in Section IV D. of this report are also commended to the state agencies to be embodied in planning and evaluation activities. It is evident that all states and territories should be required to use the same guidelines for producing plans and evaluations of projects and to embody their plans and reports in standard format.[1] It would also be highly beneficial to state library agencies if their plans were shared and made available to each other, especially on a regional basis. The cost of printing 75 copies could not be more than any one state or territory could afford, and shared copies would give all of the state agencies some insight into what is being done in other states and territories. This would partially compensate for the lack of a congressionally mandated, nationwide planning effort at the present time. Admittedly, reading 55 other plans would be a burden on any agency, but detailed study of each plan is not a necessity.

If it is to continue to be a national priority that LSCA services be extended to special clienteles, then it would not seem to be an extreme requirement that every state have a full-time planning officer whose duties would primarily be the formulation and constant revision of the state plan to carry out the state and national objectives.

E. LEGISLATIVE REQUIREMENTS

The following recommendations for federal legislation are based upon data displayed and discussed in previous sections. 1) Program emphases desired by Congress (with respect to special clienteles) should be made mandatory, rather than being left to the states as it is at present. For example, perhaps a fixed percentage of LSCA funds should be designated to be spent on special clienteles, or a percentage for each clientele group according to the size of that group in relation to the total population in the state. 2) Good planning and reporting should be specified and made a prerequisite for the receipt of LSCA funds. 3) A firm schedule for the filing of plans and reports should be established as part of LSCA, with penalties for failure to meet filing dates. These penalties could be a reduction in the amount of funds available to any state or territory failing to meet the filing date. For example, a graduated series of reductions could be specified for particular filing dates, such as: one month late, a reduction of 10%; two months late, a reduction of 25%; etc. 4) Reports should be required for every project funded for more than $1000 under LSCA.[2] It is impossible to maintain current awareness and control if

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[1] It should be noted that USOE does have standards for filing LSCA reports and plans, but some state library agencies ignore directions, filing deadlines, etc. USOE has no authority to levy penalties, but should have.

[2] Note that administrative directives within H.E.W. have prevented the cognizant Bureau of the Office of Education from actively seeking reports from all LSCA projects!

the question of whether to file reports or not is left to the discretion of the individual state agencies. In line with this recommendation, OE should supply the necessary staff to put the reports into such a form as to produce sufficient statistical data to evaluate LSCA on a regular basis. 5) There should be a requirement for regional or national planning with guidelines provided as a basis for individual state and territory planning for LSCA projects. At a minimum, this might call for regular meetings among the state librarians, with a statement embodied in the state plan as to the extent and nature of any multi-state or regional agreements that have been reached as a result of consulting with library personnel from other states. A more structured form of regional or national planning might call for a national coordinating agency, charged with developing plans of sufficient scope and flexibility as to allow states a certain amount of freedom in the way in which LSCA funds are spent, but nevertheless aiming over some delineated time schedule towards a national set of goals or objectives with respect to regional and national coordination of LSCA projects.

If states accept the charge that service to special clienteles is, or should be, the most important aspect of LSCA, then each state legislature must call for state priorities directed towards that end.

State legislation could be modeled on the federal legislation, setting forth the use of uniform reporting methods for state purposes as well as for the reporting required under LSCA. A set of standard program statistics could be required as a part of the state report each year. This would benefit not only special projects but the library as a whole. Program statistics (i.e., library services that are not tangible and cannot be counted as easily as books) are not now available in most libraries. Also, such statistics as "number of users" (of a project) should be required.

The state legislatures can also lighten the burden on libraries by removing some of the quaint restrictions so frequently embodied either in state law or administrative custom, such as the one that prohibits the use of LSCA funds for the purchase of "equipment" (where equipment may be defined as anything costing more than $25). Too few state and county or city purchasing departments have a proper appreciation of the fact that library materials, both print and non-print, are not the same as pencils, bulldozers, chairs, or light bulbs. (A collection of microfilm is useless without equipment to read it.) It was a frequent complaint among project directors that state and local restrictions limited their freedom to use LSCA funds. Because of funding and time limitations, we were not able to explore these complaints with the state library agencies, and therefore cannot verify that administrative means do not exist to bypass such purchasing regulations when appropriate. But if such means do exist, the individual project librarians were not aware of them.

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F. LONG-RANCE PPOJECTIONS

The public library in the United States has changed greatly in recent years, and the changes taking place definitely have an effect on service to special clienteles. The population of the U.S. is much more mobile now than it was, for example, just 30 years ago. Especially in urban areas, population has increased due to an influx from other areas. However, all too frequently, public libraries still serve mainly their old clientele. Reading needs and patterns among the potential users have changed markedly, but most libraries have not changed. The LSCA projects directed towards special clienteles are frequently in the very forefront of the changes that the more progressive libraries are making. The real challenge is to attract and serve people who have previously not been users, while at the same time maintaining and even enhancing the number and quality of services provided to the more traditional clientele. In order that the educational and informational role of the library be realized to the greatest extent, the importance of getting people to the library or the library to the people must be stressed. This calls for a new outlook in the public library, rooted in the awareness that different kinds of people may require different kinds of information and education. Such an outlook dictates an active program of reaching out to potential users, and guiding and stimulating them in their use of all library facilities. LSCA projects directed towards special clienteles are representative of this new outlook in many cases.

Robert D. Leigh, in the book The Public Library in the U.S.,[1] warned that "...the process of enlargement is slow, requiring intensive efforts, and not producing numerically spectacular results". Leigh was addressing himself to the questions whether the library can reach disadvantaged and other classes of non-users and whether the library is the appropriate institution through which to reach them. On the basis of evidence gathered during this project, it is apparent that some LSCA projects have been notably successful in increasing their users and reaching out to the previously non-user group. Other LSCA projects have not done very well; indeed some could be judged almost total failures. As data analyzed in the previous sections have shown, nonusers are significantly less interested in print materials than are users. Many of the special clienteles are not at ease with the printed word. It is apparent that libraries will have to change their emphasis on printed materials if they are sincere in a desire to meet the library needs of the special clienteles. Members of these groups will never be as willing to accept and use printed materials as are the traditional users of libraries: i.e., the more affluent, the better-educated, white, middle class who have been the typical library users for many years. But as librarians become more aware of the need to change, libraries will require a new breed of librarian. Library schools must emphasize psychological and personal characteristics in the selection and training of library students. Although this is not an area to which a great deal of attention has been paid in the past, the striking success of LSCA projects run

[1] New York, Columbia University Press, 1950.

by dynamic, personally concerned, eloquent librarians who can identify with the special clientele being served makes it evident that this type of person will be in great demand in libraries in the future, if libraries are to continue to serve special clienteles or to extend service to special clientele groups. Whether LSCA itself continues or not, special clienteles are a force that must be reckoned with in the future insofar as libraries are concerned, for without their support, we believe, the public library may well disappear, especially in some urban areas.

G. CONCLUSIONS

It is evident from the data gathered in this project that LSCA projects directed toward special clienteles have been successful, to some extent. More projects are successful than unsuccessful, and fairly significant numbers of special clientele groups have been reached. It is also evident that some projects are far from successful. Many important needs are not being met, or are barely being met, even by projects judged successful.

A number of program deficiencies are evident, such as lack of administrative control and insufficient data. For example, in at least one instance, a state library agency did not know whether any of its LSCA projects were directed towards special clienteles. Questionnaires had to be sent to each LSCA project in the state to determine that. In many instances, project directors had no knowledge of the demographic characteristics of the special clientele groups they were attempting to serve. Many of these same project directors did not know what percentage of their project funds went for personnel or library materials, or the other items of expenditure that were covered in Form P (See Appendix A). Incredible as it may seem, some project directors did not even realize that they were receiving LSCA money. Many project directors seemed to think that LSCA funds were controlled by the federal government rather than the state library agency. Thus, they blamed USOE when project funds were terminated, rather than blaming the state library agency that actually controlled the funds. Nor did they understand the concept of "seed money." Very few users and, insofar as could be determined, no nonusers were aware that federal funds were being made available to the local library for special services.

On the other hand, one is struck with the great number of innovative librarians who have had good ideas that they have been able to turn into successful action despite the lack of careful planning or any meaningful interface with the group they are seeking to serve.

In many states it was evident that were federal funds not available, there would be no projects whatsoever for special clienteles. Indeed, in one state plan that was examined the statement was made that, while there were special clienteles in the state, no projects need be directed towards them because the state intended to give service to all of its citizens on an equal basis! That naive attitude represents--all too frequently--the lack of knowledge and concern that exists at many levels of state and local government. Library services for special clienteles are not the same as the traditional, we-await-the-knowledgeable-user, attitude provides. Special clienteles frequently need to be educated to become users, and persuaded that the library has something of value for them. LSCA funds have been a critical factor in projects for special clienteles, and they have provided the bulk of the funds being used for innovative projects; without LSCA (or a real substitute) there would be little or no innovation--in short, a rather static, even moribund public library in the U.S.

A

APPENDICES

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D	List of Needs, by Category of Need (Reported by State Library Agencies)	D-1
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Note: Except for the sample pages following, all appendices will be found on microfiche in the pocket on the inside back cover.

APPENDIX A

QUESTIONNAIRES AND REPORTING FORMS USED IN LSCA SURVEY

Q-1 Cover Letter and Questionnaire
Q-2 Cover Letter and Questionnaire
Interview Form P
Interform Form L
Interform Form R
Interview Form U
Interview Form N
Interviewer Observation Sheet
LSCA State Plan and Reporting Form

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REPRESENTATIVE SAMPLE

There are 114 pages similar to this page in this Appendix.

Q-1 Questionnaire

OFFICE OF MANAGEMENT & BUDGET NO. 51-S-73058
EXPIRATION DATE: JUNE 30, 1972

NATIONAL SURVEY OF PUBLIC LIBRARY SERVICES FOR SPECIAL CLIENTELES

A SURVEY OF STATE LIBRARY AGENCIES SPONSORED BY THE
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
OFFICE OF EDUCATION)

The purpose of this questionnaire is to identify all of the library projects since 1965 in your State or Territory that have been designed to serve special clienteles – disadvantaged, handicapped, or institutionalized – as defined below. The information requested in this form will be of assistance to USOE in making plans concerning LSCA supported projects for special clienteles.

The questionnaire is brief and self explanatory. To facilitate uniformity of response, we ask that you carefully review the definitions below before you complete the questionnaire.

DEFINITIONS

Disadvantaged Persons – persons whose need for special library services results from poverty, neglect, delinquency and or from cultural, linguistic, or other isolation from the community at large.

Institutionalized Persons – persons in institutions operated for or receiving substantial support by the state including 1) inmates, patients, or residents of penal institutions, reformatories, residential training schools, orphanages, or general or special institutions or hospitals, and 2) students in resident schools for the physically handicapped, including mentally retarded, hearing or speech impaired, visually handicapped, emotionally disturbed, crippled, or otherwise health impaired persons who, therefore, cannot use public library service.

Handicapped Persons – physically handicapped persons including the blind and other visually handicapped who are certified by competent authority as unable to read or use conventional printed material as a result of physical limitation, and others including aged, shut ins, and physically impaired, who are unable to use conventional library services or materials because of their handicap.

Project – one or more related activities and or staff efforts directed towards providing library services and or materials to any special clienteles in the three classes above.

When you have completed the questionnaire, please return it in the enclosed, postage-paid envelope by February 18. We are very grateful for your assistance.

Thank you,

Herbert R. Seiden

Herbert R. Seiden
Project Director
Study of LSCA Projects
for Special Clienteles

Please return this Questionnaire to
System Development Corporation
2500 Colorado Avenue
Santa Monica, California 90406

APPENDIX B

SITE VISIT PROJECT DESCRIPTIONS

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REPRESENTATIVE SAMPLE

There are 29 pages similar to this page in this Appendix.

Appendix B

Site-Visit Project Descriptions

AR 01-21

Project Title: Library Service to Disadvantaged

Location: Little Rock, Arkansas

Purpose: To provide library services to previously unserved people in a two-county area.

Users: Economically disadvantaged blacks and whites, especially aged persons and preschoolers.

Project Description: This project operates two bookmobiles which take library materials to disadvantaged neighborhoods in two counties surrounding Little Rock. The bookmobiles make stops at many locations in this rural area, including stops at nursing homes, schools, and day care centers. The project has acquired for the bookmobiles a variety of informational material on consumer education, health and nutrition, alcoholism, drugs, ecology, and family budgeting. The bookmobiles have access to all of the regional library resources, including standard and large-print reading materials, filmstrips and projector, ethnic collections, and some non-English materials. The project staff trains users in library skills and conducts adult education classes at the library. One administrator, nine librarians, and two clerks all work part-time on the project. Funding is shared among federal, state, and county sources.

AR 01-27

Project Title: Paperback Project from Disadvantaged Black and White

Location: Stuttgart, Arkansas

Purpose: To provide books to the rural disadvantaged.

Users: Economically disadvantaged blacks and whites residing in the Stuttgart area.

Project Description: This project places paperback collections in places where people who cannot or do not use the library can get access to them. Paperbacks have been placed outside the social services office, the food stamp office, and the O.E.O. office; in a child care center; in the homes of people with many children; in a building where a free lunch program is conducted; and in nursing homes. The paperback collections include some large-print books, high-interest low-vocabulary materials, ethnic materials, novels, reference materials, and information on such topics as jobs, health, consumer education, hobbies, home repairs, child care, and welfare. The project has been in operation for a year, and is staffed by a part-time librarian, one full-time librarian, one full-time volunteer, and 12 part-time volunteers. The head volunteer has conducted a training program for the other 12 volunteers.

APPENDIX C

DESCRIPTIONS OF DISCONTINUED PROJECTS*

*Since project personnel who were interviewed (to determine the reasons for the discontinuance of particular projects) had been assured that they would remain anonymous, we have removed the identification of the projects.

The text describing the survey of discontinued projects will be found in Section IV E.

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REPRESENTATIVE SAMPLE

There are 19 pages similar to this page in this Appendix.

*Project Title: Youth Center

Location: Alabama

Purpose: To provide library services to the inmates of a correctional facility.

Users: Male inmates, ages 16 to 22, of a correctional facility.

Funding	Duration
LSCA $3,000	1 year

Project Description: The project was designed to serve male inmates, ages 16 to 22, of a correctional facility. A project staff member visited the facility weekly to conduct programs such as readings and group discussions, and to bring materials. Materials provided by the project included large-print books for semi-literates, ethnic collections, vocational and sports information, and books and periodicals requested by the inmates. The project was funded by LSCA Title I for $3000, and lasted from June 1969 to June 1970.

The project was discontinued, with "no hard feelings," because (1) the Board of Corrections did not have enough funds to assume support; (2) not enough staff persons were available; (3) facilities were poor, inadequate, and inappropriate; and (4) there was no widespread high-level support for the project. The resources of the project have been placed in another state facility.

The state public library service, which administered the project, reports that it would avoid such difficulties in the future by working more closely with the Board of Corrections on the project design and on the budget.

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*Project Title: The Way Out

Location: California

Purpose: To provide library services to urban ghetto areas.

Users: Economically disadvantaged blacks, Mexican-Americans, and whites.

Funding	Duration
LSCA $512,712	2 years
State 149,865	
Local 149,865	

*Note: Projects that were discontinued "for cause," and whose experience may be instructional, are identified by an asterisk.

APPENDIX D

LIST OF NEEDS, BY CATEGORY OF NEED
(REPORTED BY STATE LIBRARY AGENCIES)

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Representative Samples. There are 15 pages similar to this in this Appendix.

List of Needs, by Category of Need*

A. SERVICES, PROGRAMS, OR MATERIALS

REGION	STATE		CLIENT	NUMBER NEEDING	WHERE NEEDED
		1. FOR THE AGED			
5	WI	SPEC MATER FOR ELDERLY	16		URBN
5	WI	SRVC TO ELDRLY	15		URBN
2	NJ	STAFF FOR AGED	15	100000	STWD
5	WI	SPEC PROG PRESCHOOL & ELDERLY	16		URBN
5	WI	SRVC FOR AGED & SPEC PROGS FOR BOYS	16		URBN
5	WI	SRVC TO HANDIC ELDRLY MGRANT JLS	15		URBN
5	WI	SRVC FOR AGED & SPEC PROGS FOR BOYS	16		URBN
9	NV	SERVICES FOR AGED, SHUT-INS	15	80000	STWD
5	WI	SPEC PROG PRESCHOOL & ELDERLY	16		URBN
5	WI	SPEC PROG PRESCHOOL & ELDERLY	16		URBN
6	NM	AGED & PRE RETIREMENT (55)	15		
5	WI	MATER & PROG PRESCHOOL & AGED	16		URBN
5	WI	SERVICE TO ELDERLY HOME & INST	15		URBN
5	WI	SERVC TO ELDERLY	15		SBRN
5	WI	SERVC THRU INST TO ELDERLY	15		RURL
		2. FOR THE BLIND, PHYSICALLY HANDICAPPED, OR HOMEBOUND			
0	OR	LIB SERVICE FOR PHYS HANDIC	13	1400	STWD
6	TX	IDENT BOOKS & AV MATER FOR MENTAL RETARD	13	12500	STWD
8	CO	PROG-CONTACT HNDCPD PERSONS			
4	FL	EFFORT TO REACH HANDIC	14		STWD
9	HI	EXTND SERVICES TO FAMILIES OF PHYS HANDIC & BLIND	14		STWD
3	VA	BOOKS FOR HOMEBOUND	14		STWD
9	GU	LIBRNS W SKILL TO SERVE PHYS HANDIC	16		RURL
3	WV	NEW LIB BUILD FOR REGIONAL HANDIC LIB	14		STWD
4	IN	PROG TO FIND HANDICPD IN RURAL & URBAN AREAS	14		STWD
1	RI	LIB SERVICE TO HOMEBOUND	16		STWD
1	RI	SURVEY OF HANDIC	14		STWD
6	NM	BLIND AND PHYS HANDICPD PROG	14		STWD
5	WI	SRVC TO HANDIC ELDRLY MGRANT JLS IRN CTY	14		URBN
5	WI	OUTREACH PROG TO POOR & HANDIC	16		RURL
5	WI	SRVC TO PHYS HANDIC & VOCAT REHAL	14		SBRN
9	CA	LRG CNTRL LIB FOR PHYS HANDIC	16	9999999	STWD
3	MD	BLIND & HANDIC STUDENTS	14	175	STWD

*NOTE: Under heading REGION, 0 equals Region 10. See next page for list of client codes.

DISADVANTAGED

1. Black (especially economically disadvantaged)
2. White (especially economically disadvantaged)
3. Spanish speaking (Mexican American, Cuban, Puerto Rican, etc.) (First or only language.)
4. Asians (Chinese, Japanese, Filipino, etc.)
5. American Indian
6. Other Non-English speaking
7. Migrants
8. Other disadvantaged or mixed

INSTITUTIONALIZED

9. Hospitalized
10. Persons in Residential Training Schools
11. Persons in Nursing Homes or Other Extended Care Facilities
12. Inmates of Correctional Facilities
13. Other Institutionalized or mixed
14. Physically Handicapped, Including the Blind
15. Aged
16. All others, including combinations of groups

APPENDIX E

INDIVIDUAL PROJECT MATRIX

Project ID: indicates USOE region number, state, and arbitrary project number.

LOC: indicates whether project is urban (UBN), suburban (SBN), rural (RRL), or mixed (MXD)

ST: status of project; y = operational, N = nonoperational

Facilities: project facilities;

In Main = Establish or use special working areas or information areas within main library or facility.

Expd Exist = Increase space or make other improvements to existing facility.

Estb Brnch = Establish or use branch library(ies), or facilities such as storefront libraries, in the community.

In Instit = Establish or use a library within an institution (e.g., hospital or correctional institution).

Other = Make other improvements, including the addition of non-traditional equipment.

Staff: indicates number and type; FL = full-time
PT = part-time
SM = same ethnic or other characteristics as target group

Funding Pattern: CAT = category of funds
SAL = salaries
MAT = library materials, e.g. books
AV = audio-visual materials
EQP = equipment
CON = contract services
OTH = other
TOT = total

The percentages indicated usually do not add up to one hundred percent. The tables were derived by taking the dollar total given by the respondent in answer to question 18 of Q-2, and then using the percentage indicated in answer to question 19, indicating the source of funds. (See questionnaire Q-2 in Appendix A). Both LSCA and other federal funds were added together for Table IV F.2. The percent of each category used for salaries, materials, AV items, equipment, etc., was derived by taking the original figures indicated in dollars and calculating the percentage of the total. In most cases the percent figures add up to within one percent accuracy and the dollar values will be accurate to within one percent of the total. One or two projects may exhibit wider deviations, explained as follows. Some respondents did not indicate 100% of funds; rather, their figures add up only to 98% or 99%, rather than 100%. In all cases, this has been verified by an examination of the original questionnaires. Because of the formula used in calculating this table, the errors are simply compounded. These instances are very scarce, however, and do not affect the overall value of the table.

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There are 212 pages similar to this p

Table IV F.2. Individual I

CLIENTELE TYPE	PROJECT ID	LOC	ST	DATES	FACILI
DISADVANTAGED BLACKS	2 NJ 09	UBN	N	070171 083171	OTHER
	2 NJ 10	MXD	Y	070170	IN MAI
	2 NJ 11	SBN	N	01 1o9 12c1e9	OTHER
	2 NJ 16	UBN	N	050170 050171	IN INS
	2 NJ 20	UBN			IN INS

See note on preceding page.

RESENTATIVE SAMPLE

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lar to this page in this Appendix.

Individual Project Matrix

TES	FACILITIES	STAFF		FUNDING PATTERN											
				FEDERAL		STATE		LOCAL		OTHER		TOTAL	
				$	%	$	%	$	%	$	%	$	%
0171	OTHER	3FL											
0171		1PT	CAT	$	%	$	%	$	%	$	%	$	%
		2SM	SAL	1453	27	0	0	1453	27	0	0	2906	54
			MAT	1215	22	0	0	1215	22	0	0	2430	45
			AV	0	0	0	0	0	0	0	0	0	0
			EQP	7	0	0	0	7	0	0	0	15	0
			CON	0	0	0	0	0	0	0	0	0	0
			OTH	0	0	0	0	0	0	0	0	0	0
			TOT	2675	49	0	0	2675	49	0	0	5351	100
0170	IN MAIN	1FL											
		4PT	CAT	$	%	$	%	$	%	$	%	$	%
		4SM	SAL	11200	50	0	0	0	0	0	0	11200	50
			MAT	3400	15	0	0	0	0	0	0	3400	15
			AV	3400	15	0	0	0	0	0	0	3400	15
			EQP	1800	8	0	0	0	0	0	0	1800	8
			CON	1700	7	0	0	0	0	0	0	1700	7
			OTH	735	3	0	0	0	0	0	0	735	3
			TOT	22235	100	0	0	0	0	0	0	22235	100
0169	OTHER	3FL											
0169		0PT	CAT	$	%	$	%	$	%	$	%	$	%
		SM	SAL	0	0	0	0	0	0	0	0	0	0
			MAT	200	33	0	0	0	0	0	0	200	33
			AV	200	33	0	0	0	0	0	0	200	33
			EQP	0	0	0	0	0	0	0	0	0	0
			CON	0	0	0	0	0	0	0	0	0	0
			OTH	200	33	0	0	0	0	0	0	200	33
			TOT	600	100	0	0	0	0	0	0	600	100
0170	IN INSTIT	3FL											
0171		1PT	CAT	$	%	$	%	$	%	$	%	$	%
		SM	SAL	0	0	0	0	0	0	0	0	0	0
			MAT	2000	100	0	0	0	0	0	0	2000	100
			AV	0	0	0	0	0	0	0	0	0	0
			EQP	0	0	0	0	0	0	0	0	0	0
			CON	0	0	0	0	0	0	0	0	0	0
			OTH	0	0	0	0	0	0	0	0	0	0
			TOT	2000	100	0	0	0	0	0	0	2000	100
	IN INSTIT	1FL											
		1PT	CAT	$	%	$	%	$	%	$	%	$	%
		2SM	SAL	17600	46	0	0	0	0	0	0	17600	46
			MAT	10000	26	0	0	0	0	0	0	10000	26
			AV	1000	2	0	0	0	0	0	0	1000	2
			EQP	5800	15	0	0	0	0	0	0	5800	15
			CON	0	0	0	0	0	0	0	0	0	0
			OTH	3100	8	0	0	0	0	0	0	3100	8
			TOT	37500	100	0	0	0	0	0	0	37500	100

APPENDIX F

INVENTORY OF PROJECTS

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There are 170 pages similar to this page in this Appendix.

REGION	STATE	PROJECT ID	TITLE AND OBJECTIVES
			PORTUGUESE AND ENG PRINT AND A-V MAT TO IMIGRANT IN NEW BEDFORD TO PROV ENG LESSONS ON A VOLUNTARY BASIS CONSUMER ED IMMIGRANT US CULTURE & CUSTOMS INFO ON CURRENT PROBLEMS
1	MA	14	AUDIO SERVICE TO THE DISADVANTAGED A-V MAT TO DISAD LANGUAGE DEVELOP HEALTH ED ETC FOR PRE-SCHOOL CHILDREN VOC INFO FOR UNEMP SPAN-SPEAKING HNDCPD ETC ENRICHMENT MAT FOR SHUT-INS HOSP PRE-SCHOOL ETC REMEDIAL ED MAT FOR ADULT AND DISAD CHILDREN
1	MA	16	CENTER FOR THE VISUALLY HANDICAPPED ESTA A REC AND STUDY AREA FOR THE EXCLUSIVE USE OF THE VIS HNDC
1	MA	17	WORCESTER CRISES CNTR DRUG INFO/EDUC PROVIDE THROUGH JOINT EFFORT OF WORCESTER LIB & WORCESTER CRISIS CENTER MEDIA EQUIP USED IN TRAINING OF COUNSELLORS & DRUG ED PERSONNEL WITH CORRESPONDING SOFTWARE BOOK MAT ON GENERAL PSY COUNSELLING TECHN & DRUG INFO ON-SIGHT TRAINING LIB
1	MA	18	HOMEBOUND PROJ LIB SERVICES BOOKS LARGE PRINT AND TALKING BOOKS PERIODICALS RECORDS PUZZLES PHOTOCOPY AND NOTARY PUBLIC TO PEOPLE UNABLE IN PERSON
1	MA	19	READING DISABILITY PROG CNTR FOR CHILD WITH READING DISAB TO USE AFTER SCHOOL DROP-IN CNTR SPEC BOOKS AV EQUIP ARE AVAILABLE CRAFT PROG ARE IN PROG FOR THESE CHILD PARENTS HAVE A SEP AREA TO SIT SHARE PROB WITH THOSE IN CHARGE & ALSO AVAIL THEMSELVES OF BOOKS ON LEARN DISAB
1	MA	20	MODEL CITIES ESTAB ACTIV TO SUPPORT & GUIDE NGHBRHD GROUPS IN COOP EFFORT TO BRING LIB TO AREA WHERE TRAD LIB METHODS NOT INEFFECT LIB HAS MAT IN ENG & SP & JOB INFO HOME MANAG HEALTH AREA CONSUMER ED EARLY CHILD ED & ETHNIC CULT
1	MA	21	TITLE I FUNDED LIBRARY WE IMPLEMENTED THE HOOKED ON BOOKS PROG FOR THE GIRLS ABLE TO READ RELATIVELY WELL OBJECTIVE HORIZONS OF LIMITED GIRLS NOT DEMANDED THE OBJECTIVE WAS BROADEN THE LIMITED HORIZONS OF THESE DEPRIVED GIRLS
1	MA	23	RUTLAND HEIGHTS HOSP LIB LIB FOR HANDICAPPED PATIENTS TOOLS USE OF LIB REF MAT LIB SERV FOR BORDERLINE RETARDED
1	MA	29	M C O WARWICK LIBRARY TO ED BY MEANS OF A LAW LIB FOR THE SPEC PURPOSE CIVIL RIGHTS NEED FOR LITERATURE TO EXPAND THE KNOWLEDGE OF BLACK CULTURE TO PROV A REF SECTION TO UPDATE MEN IN ALL FIELDS OF HOBBY OR SCIENCE
1	MA	30	TO PROVIDE ADEQUATE REF MAT TO PROVIDE VOC AND MAT PRINTED & AV TO PROVIDE REC READING TO PROVIDE READING FOR SEMI-LITERATE INMATES TO PROVIDE LEGAL MAT FOR REF
1	MA	31	